DOCUMENT RESUME

ED 389 400 PS 023 660

TITLE	Captive Kids: A Report on Commercial Pressures on Kids at School.
INSTITUTION	Consumers Union of the United States, Yonkers, NY. Education Services.
PUB DATE	95
NOTE	73p.; Prepared for "Zillions: For Kids." Charts contain small print.
AVAILABLE FROM	Consumers Union Education Services, 101 Truman Avenue, Yonkers, NY 10703-1057 ($3).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Advertising; Business; Business Responsibility; *Class Activities; Corporate Support; Corporations; Educational Attitudes; *Educational Policy; Elementary Secondary Education; Government Role; *Instructional Materials; *Marketing; Mass Media Effects; National Organizations; Parent Role; Program Evaluation; Programming (Broadcast); Public Policy; *School Business Relationship; School Role; Television
IDENTIFIERS	Channel One; CNN Newsroom; *Sponsored Materials

ABSTRACT

This report identifies some of the different forms that in-school commercialism takes, from outright advertising in school hallways to sponsored educational materials that often contain brand-name plugs and biased messages. It examines the reasons why corporations and other commercial organizations are interested in marketing to kids in the classroom, and how they do so. The report also explores the problems that in-school commercialism can create, the arguments for and against allowing such commercialism into schools, and the efforts to control it. The report evaluates and rates a wide selection of sponsored educational materials, in-school contests, sponsored television, and incentive programs that have achieved access to children at school, including the in-school television news programs Channel One and Cable News Network (CNN) Newsroom. Finally, the report concludes by offering recommendations on how the corporate sector, parents, and government can and should work together to make schools ad-free zones where young people can learn without commercial influences and pressures. Ratings charts provide the positions of 21 family and education organizations on in-school commercialism, as well as descriptions and evaluations of 111 sponsored educational materials, in-school contests, sponsored television, and incentive programs. (MDM)

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CAPTIVE KIDS

A REPORT ON COMMERCIAL PRESSURES ON KIDS AT SCHOOL

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ZILLIONS: FOR KIDS FROM CONSUMER REPORTS

CAPTIVE KIDS

COMMERCIAL PRESSURES ON KIDS AT SCHOOL

Prepared for

ZILLIONS: FOR KIDS FROM CONSUMER REPORTS

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ACKNOWLEDGEMENTS

We would like to thank our advisors for their thoughtful and insightful contributions to this report:

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CAPTIVE KIDS

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CAPTIVE KIDS

COMMERCIAL PRESSURES ON KIDS AT SCHOOL

In 1990 the editors of *ZILLIONS: for Kids from Consumer Reports* commissioned *Selling America's Kids: Commercial Pressures on Kids of the 90's.*[1] Prepared by Consumers Union's Education Services Department, it surveyed trends in marketing to kids and pointed to problems that should be addressed by parents, schools, and the government. One area of greatest concern was the increasing trend of marketers to place their messages in schools. This follow-up report looks at the growing stream of commercial messages reaching today's kids at school.

PROLOGUE

A DAY IN AMERICA'S SCHOOLS

It's a typical school day in America.

7:00 a.m. America's School Kid rolls out of bed, rubs her eyes, and gets ready for school. After grabbing a bite, she's ready to go. But while she's walking out the door, she remembers that she left her algebra book on the table. She runs back and grabs it, remembering it's the one with the bright Nike cover that her school issued her.

8:00 a.m. A yellow school bus picks up America's School Kid at the corner. It's top and sides are painted with large signs advertising 7-Up—"the uncola."

8:30 a.m. The yellow bus pulls up to school, and America's School Kid rushes through its doors, makes her way past a bulletin board beckoning her to visit Jan's Beauty Shop, and ducks into the homeroom class where her teacher is writing today's announcements on a class calendar sporting an insurance-company logo.

As our kid settles down to do her homework, today's 12-minute, ad-financed Channel One *news broadcast for students begins to air. Four minutes into the program she looks up to see a hip-looking teen-ager downing a Pepsi on screen—in the same ad currently being shown on MTV.*

Book covers, billboards in school corridors, calendars, and broadcasts—these are some of the places corporate America places ads for kids to see in school. Commercial messages also reach kids in the classroom through ad-bearing and corporate- sponsored educational materials.

If we tracked our school kid through the rest of the day, we might find her learning about solid waste from worksheets provided free by Procter & Gamble, the makers of Tide detergent, Pampers, Luvs, and other products. The worksheets would guide her through a "product life cycle analysis" and a discussion of how disposable diapers can actually be more "green" than cloth ones. Later, she might see other materials on solid waste from Browning-Ferris and the Polystyrene Packaging Council.

In health class America's kid might use a learning kit compliments of McDonald's or Kellogg's to help her learn about good nutrition. She'd have no trouble identifying the sponsor because its logo would be prominent on all components—poster, worksheets, and video. But she might have trouble recognizing that much of the information has a corporate slant. And if she expected to see something identifying it as the company's opinion, she'd find none.

Textbooks and other classroom materials produced by educational publishers and/or teachers used to be the fare from which students learned their lessons. But this is changing. As funds for classroom materials dwindle, schools are increasingly looking to corporate America to fill the void.

In this report we'll look at the many ways commercial messages come into schools, what some of those messages are, who's giving them, why, and what the ramifications of all this commercialism is.

SUMMARY

Those of us at Consumers Union who are directly involved with education—and with teaching children to be informed consumers—believe that commercialism in U.S. elementary and secondary schools poses a significant and growing threat to the integrity of education in America.

We see disturbing trends, such as:

- Teachers using educational materials and programs in classrooms that are produced by commercial interests and contain biased, self-serving, and promotional information.
- Pressure on school administrators, teachers, and students to form partnerships with business that turn students into a captive audience for commercial messages, often in exchange for some needed resource.
- The introduction to the classroom, cafeteria, hallway, or restroom of branded products, licensed brand goods, coupons, sweepstakes and contests, or outright advertisements.

A number of forces are converging that put pressure on teachers and administrators to accept ads and other promotional materials in school:

- Chronic school budgetary problems;
- The ever-growing presence of commercialism in all sectors of society;
- The growing competition among corporations for the burgeoning "youth" market.

This report offers a snapshot of the problem as it exists in 1995, mid-way between our last study, published in 1990, and the symbolically significant millennial year, 2000.

What This Report Contains

Captive Kids first identifies some of the different forms that in-school commercialism takes—from outright advertising in school hallways to sponsored educational materials that don't necessarily contain ads but often contain brand-name plugs and biased messages.

It examines the reasons why corporations and other commercial organizations are interested in marketing to kids in the classroom, and how they do so. Most significant among these reasons is the corporate interest in capturing the attention and loyalty of today's growing population of youngsters, who are not reachable at home during school hours.

Second, *Captive Kids* explores the problems that in-school commercialism can create, the arguments for and against allowing such commercialism into schools, and the efforts to control it.

It evaluates and rates a wide selection of sponsored educational materials, in-school contests, and incentive programs that have achieved access to children at school. And it describes numerous other forms of ad-bearing materials that are entering the schools, including sponsored television and radio, ad-bearing publications, and fund-raising programs.

Finally it offers Consumers Unions' recommendations on how the corporate sector, the education community, parents, and government can and should work together to make schools ad-free zones where young people can learn without commercial influences and pressures.

Why We Conducted This Study

Captive Kids is a follow-up to our earlier report, *Selling America's Kids: Commercial Pressures on Kids of the 90's.* In preparing that study Consumers Union found that America's children are targeted by corporations and other organizations with more than 30,000 commercial messages per year.

We found that thousands of corporations were targeting school children or their teachers with marketing activities ranging from teaching videos, guidebooks, and posters to contests, product giveaways, and coupons.

We also found that many of these programs had self-serving objectives, or contained misleading, incomplete, or incorrect information.

We became convinced then that a focused study of commercialism in the schools was needed. We therefore began this project in late 1993.

SUMMARY

PROBLEMS OF IN-SCHOOL COMMERCIALISM

We believe that requiring kids to view paid commercials on classroom TV or in classroom magazines; to fill the classroom with teaching aids that sport corporate logos or self-serving information; to expose kids to radio commercials or billboards or vending machines that push fat- and sugar-laden brand-name products; or to enlist whole student bodies in contests that promise a reward in exchange for brand-name recognition violates the integrity of education.

In-school commercialism is at its worst, we believe, when it masquerades as educational materials or programs and offers half-truths or misstatements that favor the sponsor of the materials. It may be difficult if not impossible for most teachers to correctly judge the objectivity and accuracy of such materials. In *Captive Kids* we describe many examples of this.

The more blatant forms of in-school commercialism add to the growing din of advertising aimed at kids in the home, on the bus, and in the malls. We do not believe that any advertisements, coupons, and sweepstakes have a rightful place in our institutions of learning.

Wide variations in resources among our nation's school districts put many schools in a position of need, with little negotiating power when it comes to the content of commercial materials. When sorely needed equipment or teaching materials come only with an agreement to promote the donor's products to kids and their parents, it may be hard to say no.

Unfortunately, a teacher's use of a sponsor's materials or products implies an endorsement, and any benefits of such use may come at the cost of teaching children to scrutinize marketing messages objectively.

We believe the impact that commercialism can have on the education of our young citizens and consumers in training should be a matter of great concern to all who cherish children. It is a matter of immediate concern to school administrators, teachers, parents, educational overseers, and the private corporations who will rely on today's youth to populate tomorrow's government and industry.

We believe that parents and educators must unite to make schools ad-free zones, where young people can pursue learning free of commercial influences and pressures. We applaud corporations that recognize that it is in their own long-range interest to provide relevant work experience to school kids and to donate basic equipment and financial resources to schools—but that attempts to peddle merchandise, services, or self-serving ideas are inappropriate.

Protecting school children from in-school commercialism requires that schools and school districts treat sponsored materials the same way they treat other curriculum materials: subject them to committee reviews and adopt and enforce guidelines insuring their objectivity and freedom from commercialism. Suggested guidelines are included in the section of this report called "Recommendations."

Sources

1 *Selling America's Kids: Commercial Pressures on Kids of the 90's.* Consumers Union Education Services (Yonkers, NY), 1990.

COMMERCIAL PRESSURES ON KIDS AT SCHOOL

"The kids we're reaching are consumers in training."
— Joseph Fenton of Donnelly Marketing[2]

Business and education have a long and sometimes troubling relationship. Schools have had a chronic need of funding for programs and equipment. And local businesses have long played a role in supporting schools with contributions in cash, time, expertise, or even equipment. In exchange for such handouts businesses often get commercial plugs in school yearbooks, newspapers, and events programming or on school uniforms and playing fields. Such arrangements, though self-serving on the part of businesses, have been widely tolerated.

But today, corporate involvement in schools often goes beyond self-serving philanthropy to become commercial opportunism. Limited local boosterism is overshadowed by national marketing or advocacy efforts from major companies that often put corporate logos, brand names, and other messages before school kids. Oil and utility companies, food companies and health providers, banks and credit card companies are among those who look for ways to get their messages to kids while those kids are a "captive audience" in school.

If you are a parent yourself, or if you work in education, you may have witnessed first-hand the rising tide of commercial messages aimed at school children. Many school kids see promotional messages throughout the school day, even when in class.

FORMS OF IN-SCHOOL COMMERCIALISM

Businesses have found many ways of putting their messages before America's captive kids. These are the main forms of in-school commercialism:

In-School Ads

The most apparent form of commercialism in schools is advertising that is displayed in the school itself or on property closely related to the school. Such advertising has become ubiquitous. It's on school busses and scoreboards and on billboards and wallboards in corridors and lavatories. It's on telephone kiosks and book covers. It's on radio programs piped into school corridors and lunchrooms. In addition, hundreds of thousands of product coupons and samples are distributed through schools each year. The list goes on and on.

Ads in Classroom Materials and Programs

Commercialism also takes the form of advertisements in classroom magazines and television programs. Most controversial in this category is the daily classroom news program, *Channel One* (see page 20). Each 12-minute news program contains 2 minutes of catchy commercials aimed at school kids.

Corporate-sponsored Educational Materials and Programs

Less obvious than outright ads and commercials are the promotional messages and plugs kids see in classroom teaching materials provided to schools by corporations or trade associations. Known as "Sponsored Educational Materials" (SEMs), these usually free or inexpensive materials may be multimedia teaching kits, videos, software, books, posters, reproducible activity sheets, workbooks, or other teaching aids.

Sponsored educational materials often are welcomed into the classroom because they help teachers augment their supply of teaching materials. Those that contain no commercial messages and offer complete, unbiased explorations of their subject matter can be worthwhile. But, unfortunately, these materials often contain outright plugs for a company or its product, or worse, biased information.

Corporate-sponsored Contests and Incentive Programs

Corporate-sponsored contests and incentive programs gain access to schools with the lure of

CORPORATE-SPONSORED EDUCATIONAL MATERIALS COME IN MANY FORMS, FROM SIMPLE PACKETS OF ACTIVITY SHEETS TO EXPENSIVE BOXED KITS TO COLORFUL POSTERS.

NOTICES FROM TOSHIBA, DURACELL, THE ALMOND BOARD, AND OXY 10 INVITE KIDS TO ENTER CONTESTS.

prizes, from travel or cash to free pizzas. Whether or not they inspire students to excel, they carry brand-names and logos into classrooms.

WHY TARGET KIDS AT SCHOOL?

"School is... the ideal time to influence attitudes, build long-term loyalties, introduce new products, test market, promote sampling and trial usage and—above all—to generate immediate sales."—Lifetime Learning System ad directed at clients

America's kids represent a large and growing market.

- **More than 43 million children attend schools.** And the school population is growing. There has been a significant growth in the numbers of children born annually over the last ten years, and as the chart shows, that number is expected to increase across all age and ethnic groups through the year 2005, assuring corporate America an expanding market of youngsters well into the 21st century.[3]
- **Today's elementary-age children have tremendous spending power—around $15-billion per year, $11-billion of which they spend on a wide variety of products from food, beverages, and clothes to toys and games.**[4] In addition, they influence another $160-billion of spending controlled by their parents.[5]
- **Today's teen-agers have even greater economic clout.** They spend $57-billion of their own money yearly and $36-billion of their family's money.[6]
- **America's school kids spend at least 20 percent of their time in school.**[7] For years, the main way for national marketers to reach kids was in the home—through comic books and television.[8] Those avenues remain. But kids are away from home and in school seven to nine hours a day, five days a week, 180-plus days of the year, making alternate marketing channels more important than ever. To reach them, more and more companies see school-based marketing as "the most compelling, memorable and cost-effective way to build share of mind and market into the 21st century."[9]

These facts have inevitably caught the attention of marketers and have given rise to a marketing subspecialty eager to capitalize on children at school. And in the world of marketing, where establishing and maintaining brand loyalty is paramount, these

THE GROWING YOUTH MARKET

Estimated youth population in 1995 and in 2005 in millions by age, and percent by race.

	Projected population in 1995	Projected population in 2005
AGE		
3 to 5	12.0	11.4
6 to 8	11.3	11.4
9 to 11	11.4	12.2
12 to 14	11.3	12.7
15 to 17	11.0	12.7
Total	57.1	60.4
RACE		
Non-hispanic white	62.0	61.0
Non-hispanic black	15.7	15.7
Hispanic	15.8	15.7
Other	6.5	6.5
Total	100.0%	100.0%

Note: Numbers may not add to 100 percent due to rounding.

Source: Census Bureau[10]

THE YOUTH POPULATION IS EXPECTED TO INCREASE ACROSS ALL AGE SEGMENTS IN THE NEXT 10 YEARS.

Reach him at the office.
His first day job is kindergarten. Modern can put your sponsored educational materials in the lesson plan. If he's in your target market, call us at (800) 237-7114.
Modern
515 Madison Avenue, Suite 500 • New York, NY 10022

"rookie consumers"[11] represent short- and long-term commercial opportunity. Marketers are looking to build brand loyalty while children are young and impressionable. The prevailing belief is articulated by this 1993 *Advertising Age* ad from Modern Talking Picture Service, one of the agencies that would-be kid marketers turn to for help in getting their promotional messages to kids at school.

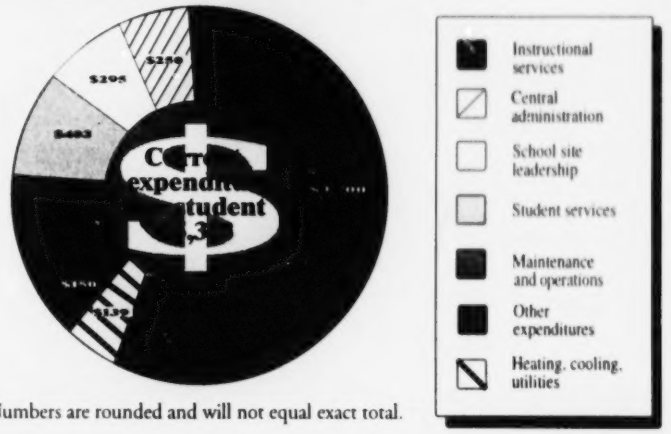
CONTRIBUTING FACTORS

The growing interest in school children as a commercial market comes at a time when educational budgets are strained. Financial pressure on schools may make them more dependent on corporate handouts and willing to open their doors to commercialism. A number of factors may be at play:

- **Many schools want and need more instructional equipment, programs, and materials for a variety of reasons.** Some have shortages. Some have outdated materials and equipment. Some are looking for more varied or real-world or high-interest materials to enhance their lessons and better capture the attention of kids who are used to the powerful images of television and other media.
- **Many of the instructional materials schools want and need are expensive, and prices continue to rise.** Textbook catalogs show prices like $36.93 for a history textbook, $10.95 for a set of language arts posters, and $99 for a computer software program for use in teaching algebra. A 28-minute environmental video costs $149.[12]
- **Many schools can't afford the instructional materials they need and want.** Despite the fact that school budgets have risen over the last decade, the gap between the cost of educational materials and the funds available for them is growing. Here are some figures:
  - Total public school expenditures rose from 1983-84 to 1993-94 by 44.8% (adjusted for inflation). Current expenditures per pupil (excludes payments for capital outlay and other expenses) rose 26.1% (adjusted for inflation).[13]
  - During 1992-93 the average school districts spent per pupil was $5,378 per student (see graph below).[14]
  - Figures on how much per pupil schools average on instructional materials are not available, but typically districts spend only 2.7 per cent of their current budgets on books and materials.[15] Based on a per pupil expenditure of $5,378, this amounts to $145 per pupil.

Where the Money Goes

Estimated per-pupil spending in U.S. school districts, 1992-1993



Numbers are rounded and will not equal exact total.

Source: Education Research Service

– The situation in some schools is more dire. New York City currently spends an average of $7,918 per student on public education. Of this amount, $4,418 (55.8 per cent), is spent on instruction. But only $44 (.56 per cent) of this goes to instructional materials. The rest goes for teachers' salaries and salaries of school principals, counselors, psychologists, and other personnel.[16]

- **In many schools teachers have less money now for discretionary spending than they used to.** Several teachers we contacted for this study said that schools have cut way back on what they give teachers for discretionary spending. Where 10 years ago, a teacher might be allowed $400 to $500 a year to buy extra "goodies" for the classroom—special posters, photo packets, and other supplementary materials, the teacher might now get a fraction of that, or none at all. In many schools teachers make up the difference by dipping into their own pocketbooks, applying for grants, holding fund raisers, or keeping a sharp eye out for "freebies."

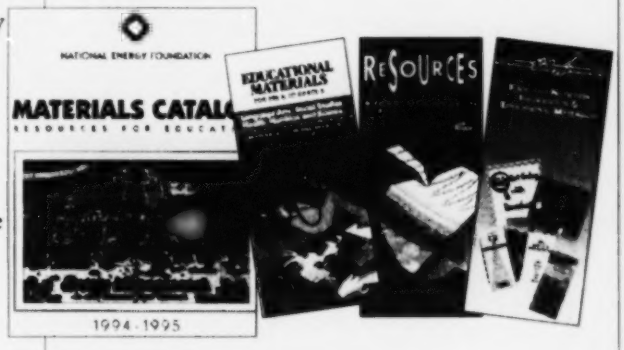
Thomas Moore of *U.S. News and World Report* sized the situation up this way: "As the youth market has become increasingly rich over the past 20 years, schools have become relatively poor. Budgets have been squeezed between rising costs and taxpayer resistance to keeping pace. While teacher salaries generally have stayed ahead of inflation, school spending on materials and equipment has often been held down. Some districts have extended the shelf life of textbooks far beyond their time..."[17]

In addition, some of the materials schools need and want today aren't widely available from traditional publishing sources. Most educational publishers just aren't producing specialized and real-world career, health, and life skills materials. Corporations stand ready to fill this void—often with biased or promotional materials.

PROVIDERS OF IN-SCHOOL COMMERCIALISM

"Through these materials, your product or point of view becomes the focus of discussions in the classroom. . .the centerpiece in a dynamic process that generates long-term awareness and lasting attitudinal change."— Message to potential corporate clients from Lifetime Learning Systems

When we last studied in-school commercialism in the late 1980s, Whittle Communications had just begun testing its ad-bearing classroom news program, *Channel One*, sparking a national debate on the commercial exploitation of "captive kids" in the classroom (see page 21). At that time, we identified some 234 of the possibly thousands of companies that were trying to get their commercial messages to schools via direct advertising or some kind of sponsorship. The number of companies marketing directly or indirectly in the schools includes Fortune 500 companies (Anheuser-Busch, Dow, DuPont, Exxon, Kellogg, Mobil, Phillips Petroleum, Polaroid, Procter & Gamble, Upjohn to name a few), smaller companies, trade associations, and corporate foundations and institutes.



SOME COMPANIES AND TRADE ASSOCIATIONS OFFER SCHOOLS A WIDE VARIETY OF MATERIALS. THESE CORPORATE CATALOGS ARE FROM THE NATIONAL ENERGY FOUNDATION, MCDONALD'S, THE NATIONAL LIVE STOCK AND MEAT BOARD, AND KELLOGG'S.

Often these companies and commercial organizations have their own in-school marketing operations capable of producing materials and programs for schools. But just as often they turn to school-marketing specialists for help in reaching kids at school.

Helping Business Reach School Kids: A Business Itself

The rising interest in school-based marketing has spawned an entire industry of producers and distributors of in-school advertising and independent developers of sponsored educational materials—all ready to help business and industry get their messages to school kids.

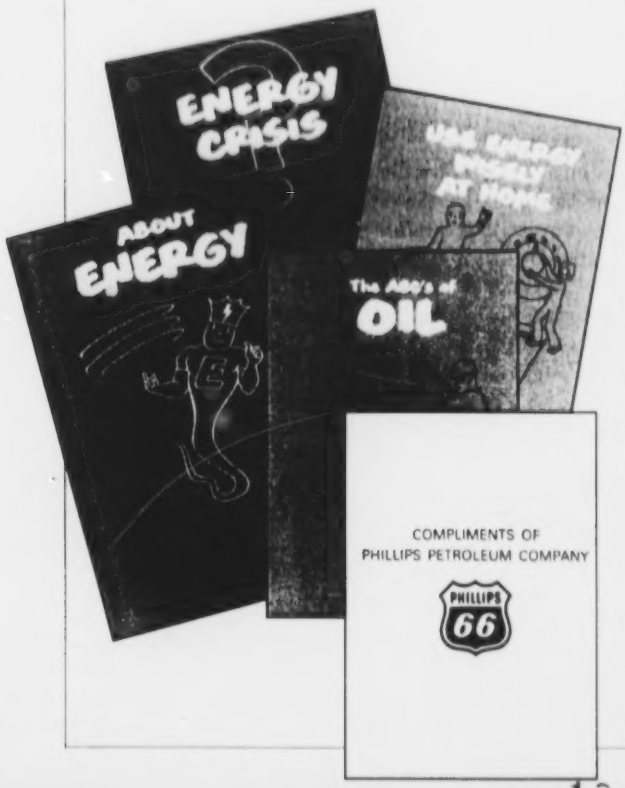
Some of these marketing groups and developers have come into the business from the advertising agency world, offering expertise in advertising, direct mail, and media placement. Others are essentially publishers who offer businesses the option of sponsoring their publications or of having new, customized materials created to their specifications. Some are more commercial than others. Here are profiles of some players (listed in alphabetical order):

Channel One Communications (formerly named Whittle Communications Network). Sold in 1994

to K-III, the diverse media company that owns Weekly Reader Inc. and Lifetime Learning Systems, Channel One Communications offers companies an opportunity to show commercials to kids during its *Channel One* classroom news show. Schools are enticed to show *Channel One* by an equipment-for-audience offer. Branching out from its now defunct wall media (wallboards displayed in school hallways) operation, Whittle first introduced classroom television advertising in 1989 (see page 20). Channel One Communications also produces P.E. TV, a promotional single-sponsor television program for schools (see page 16).

Channing L. Bette Company, Inc. This is a publishing company that identifies topics of potential interest to schools, businesses, community organizations, and other agencies. It then develops and publishes booklets, posters, and videos on these topics, marketing them to schools via a direct mail catalog. Materials in the catalog we examined covered health and safety, AIDS, the environment, human resources, current issues, and social studies/cultural diversity.

One of the catalog's suggestions to schools: get local businesses to underwrite the cost of the materials in exchange for having their corporate name, logo, and message imprinted on the materials. Phillips Petroleum Company is one company that does this: its logo is on the back cover of several environment booklets we looked at. (Because its materials had no teaching guides, we did not include any of Bette's materials in our evaluations.)



Cover Concepts Marketing Services, Inc. Public schools require schoolbooks to be covered. That creates a new medium for advertisers. They can place their message on one of Cover Concepts "free" book covers. The covers are presently distributed to 8,000 public schools. The company's stated objective is to put its "free" paper covers (carrying ads from a variety of corporations) on all textbooks in every U.S. elementary and high school.

Cover Concepts' promotional literature to potential advertisers emphasizes the public service messages it accepts, but most of the cover ads we saw were geared to branded products from Nike, Gitano, FootLocker, Starburst, Nestle, and Pepsi.

Cover Concepts' promotional brochure claims that "over 6,000,000 high school, junior high school and elementary school students in our network prefer the trendy Cover Concepts book covers over the traditional 'brown paper bag' look. Students in this age group are responsible for over $95 billion in consumer purchases annually...Advertisers gain maximum exposure in the students' daily environment."

Cover Concepts also offers a "Grab Bag Sampling Program," which actually places sponsored products into the classroom (see page 28).

Enterprise for Education. A publishing and fulfillment service for utilities and energy companies, Enterprise for Education produces and distributes two to three million sponsored booklets per year on energy and environmental topics.

Enterprise develops the materials and distributes them to schools, often through the underwriting of local corporations. Says the company's literature, "Our fulfillment service enables you [potential sponsors] to reach all the schools you want to reach in your service territory without the headaches. We do all the work! You and your staff are free to focus on other public affairs concerns." Among its clients are Central Power and Light Company, Exxon Company U.S.A., Lower Colorado River Authority, and Northeast Utilities.

The company insists that its corporate clients do not dictate editorial content and adds this disclaimer to its publications, "Enterprise for Education is solely responsible for the content of this publication which was developed without sponsor funding. Sponsors do not necessarily agree with all statements and views expressed. In particular, sponsors do not make any warranty, express or implied, or assume any

responsibility for the accuracy or completeness of the information provided."

We reviewed only one of Enterprise's SEMs, *The Greenhouse Effect and Global Warming*, one of whose sponsors was Northeast Utilities. We found it not commercial, but with a bias to the fossil fuel industry (see page 45).

Interactive Design & Development, Inc. Based in Blacksburg, Virginia, Interactive Design & Development, Inc. (IDD) "designs and develops computer-based, interactive, multimedia courseware and information systems." IDD was founded in 1991 by Mary Guy Miller, a former teacher, to develop multimedia learning modules for the classroom. IDD produced *5-A-Day Adventures* for Dole Foods, which we found to be unbiased and not commercial (see page 50). Other clients of IDD include University of North Carolina at Chapel Hill, USDA Extension Service, Thomas J. Lipton, Inc., and Lufthansa German Airlines.

Learning Enrichment, Inc. This not-for-profit company was founded in 1983 by Bruce Barton and Clayton Westland, formerly of Scholastic Inc. The company produces and distributes sponsored teaching materials, including posters, discussion guides, videotapes, and computer programs. The materials are "underwritten by corporations, foundations, and governments" and are distributed free to schools.

Learning Enrichment produced two of the sponsored materials we evaluated in this report including one from Mobil Corporation and one from Procter & Gamble, both of which we found flawed (see pages 48 and 49).

Lifetime Learning Systems. Lifetime Learning Systems bills itself as "the nation's recognized leader in the creation and dissemination of corporate-sponsored educational materials." Its promotional materials boast of 1,000 educational programs created since 1978 and used by more than 63 million students every year. Lifetime Learning was purchased in 1994 by K-III Communications, which also owns *Weekly Reader* and Channel One Communications (see page 20).

The promotional intent of the company's service is quite evident in its own literature: "Lifetime Learning Systems can deliver your message precisely to the audience that fits your marketing needs. With our mailing lists, you can target any age group, ethnic group, geographical area or income bracket."

Lifetime Learning Systems produced six of the SEMs we evaluated for this report, five of which we rated either commercial or highly commercial (see pages 46, 52, 53, 54, and 56.)

The Mazer Corporation. In business for 20 years, Mazer's entire focus is the creation of sponsored educational materials. Its stated goal is "to develop and distribute educational materials that serve the communications, philanthropic, or marketing goals" of sponsors that "have a passion for assisting in the education of America's children." Mazer claims that it distributes materials that "...do not promote commercialized or advocacy messages" and is unwilling to work with corporations whose goals are just to promote their products. However, we found the one Mazer-produced SEM that we evaluated, *Colonial Iron Kids Path to Health & Safety*, highly commercial (see page 53).

Media Management Services (MMS). Founded in 1977, MMS calls itself a "full-service consulting, marketing and publishing company specializing only in the education market." According to its own promotional literature, MMS specializes in marketing supplemental materials for the science, social studies, and language arts curriculum. Formats include print, film, software, videos, laser discs, on-line information systems, and interactive teleconferences. In addition to creating sponsored educational materials, Media Management conducts market research, direct mail campaigns, special events, and contests for its clients. Its promotional literature does not emphasize in-school product promotion. Rather, its stated intent is to help organizations "develop, market and fulfill programs, products or services to the education market." We found its *Straight Talk About School* developed for GTE with cooperation from National Association of Secondary School Principals (NASSP) objective and of low-commercialism (see page 53).

Media Options, Inc. Media Options, Inc. is a public relations firm based in Chicago. It has been producing educational materials for corporate clients since its founding in 1981 and has done educational kits on "fire safety, character, science, working students, and wellness" according to Jon Harris, Vice President. Its clients include "Fortune 500 companies and others." While Harris was reluctant to name any specific clients, he did say they were predominantly in the "restaurant and insurance industries." We reviewed four SEMs produced by Media Options, all but one of which we found to be minimally commercial; *Choice, Chance and Control - That's Life*, produced for the Insurance Education Foundation, Inc., was found to be incomplete and boosterish for the insurance industry (see pages 48 and 55).

Modern Talking Picture Service. An old-timer in the in-school marketing business (over 50 years), Modern develops, creates, and distributes sponsored educational materials to classrooms. The company also conducts

product sampling as part of a market research program. Its promotional materials claim a distribution network of more than "14,000 teachers and over two million students," and the ability to finely segment any program to reach particular subsets of the student population—by age, sex, grade level, and subject area. Its stated goal is to build brand loyalty among young people and, by extension, their families. Modern builds its in-school distribution database by offering free video loans and teaching materials. We evaluated an SEM produced by Modern for Armor All Products and found it both commercial and flawed (see page 56).

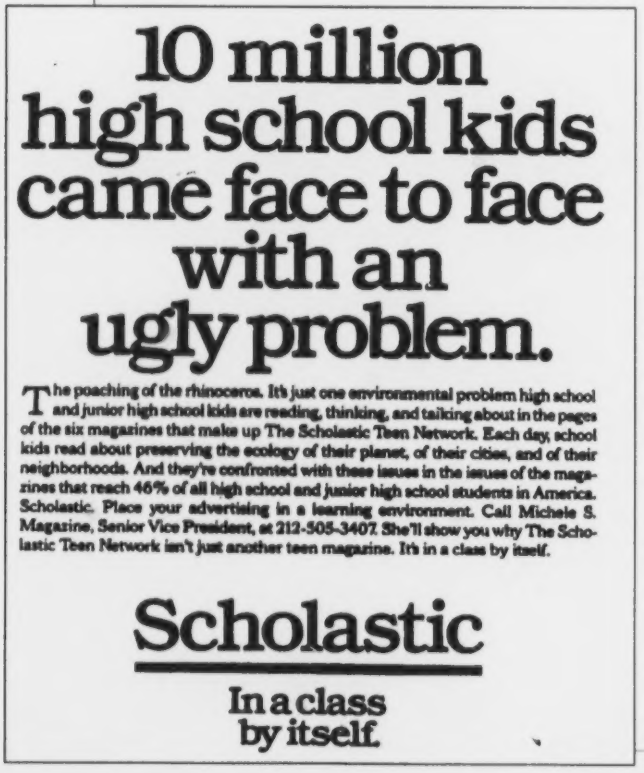
Sampling Corporation of America. Glenville, Illinois-based SCA specializes in distributing "goody bags" stuffed with product samples, money-off coupons, and educational pamphlets to school kids and their parents nationwide. According to Linda Mae Carlstone of Crain News Service, in 1994 SCA distributed 110 million samples to 76,000 schools. The president of SCA, Steve Kaplan, states that this type of marketing is successful because "there is an implied endorsement from a trusted institution. There's a lot of credibility attached to that." Major participants in SCA's programs include Procter & Gamble, General Mills, and Hershey.[18]

The sample bags include "how-to" information packets aimed at specific grade levels or age groups. For example, packets for teens are accompanied by literature about changes that age group faces, how to deal with conflict, and where troubled teens can go for support. Information for older students centers on job seeking and includes guides to resume writing and interviewing. These materials are developed by SCA, with contributions from outside specialists for certain topics. They are then given away at school events, such as open houses, kindergarten orientations, health classes and graduations. Schools receive no payment for allowing the packets to be distributed.

Scholastic Inc. Scholastic got its start in 1920 as a publisher of classroom magazines and today calls itself "the largest youth publishing company in the U.S." Through its Teen Network of magazines, Scholastic offers corporations the opportunity to directly target teen-agers with print advertising. Advertisers pay up to $33,000 to place a four-color, full-page ad in the five magazines in Scholastic's Teen Network. The company's promotional literature boasts of its ability to influence this marketplace: "Scholastic's exciting publication pipeline spans 87 percent of all schools...Your program can reach an audience of up to 23 million kids and teens...Readership of your advertising message is virtually guaranteed, because Scholastic magazines are welcomed, purchased, and used in the classroom—your most non-competitive environment—by students and teachers."

In addition the company publishes books, textbooks, supplementary educational materials, software, and sponsored educational materials. The company started developing sponsored-educational materials largely at the urging of companies who were advertising in its magazines. Its first sponsored materials were magazine inserts—infomercials, single-sponsor magazines, and corporate-sponsored contest announcements which got bound into the magazines and sent free to schools. Today its sponsored programs include videos, software, print materials, and licensing of Scholastic book characters.

According to Rick K. Delano, Director of Scholastic's Education Marketing Group, the company recognizes the problems inherent in producing corporate sponsored educational materials and has established its own guidelines to make sure that any materials it produces are minimally commercial, educationally sound, and objective. We found this to be true of several but not all of the sponsored materials and programs developed by Scholastic that we reviewed. We found its least commercial effort to be its annual *Arts & Writing* contest sponsored by a long list of corporate entities (see page 57); one of its most commercial efforts, a teaching packet developed for NK Lawn & Garden (see page 45).


10 million high school kids came face to face with an ugly problem.
The poaching of the rhinoceros. It's just one environmental problem high school and junior high school kids are reading, thinking, and talking about in the pages of the six magazines that make up The Scholastic Teen Network. Each day, school kids read about preserving the ecology of their planet, of their cities, and of their neighborhoods. And they're confronted with these issues in the issues of the magazines that reach 46% of all high school and junior high school students in America. Scholastic. Place your advertising in a learning environment. Call Michele S. Magazine, Senior Vice President, at 212-505-3407. She'll show you why The Scholastic Teen Network isn't just another teen magazine. It's in a class by itself.
Scholastic
In a class by itself.

SCHOLASTIC AD FROM *ADVERTISING AGE*.

CHANNELS OF DISTRIBUTION

Most sponsored classroom materials are distributed free or made available at a nominal cost. Those that aren't are typically less expensive than comparable non-sponsored materials. Teachers often obtain materials directly from sponsoring organizations by responding to offers advertised in educational journals, at educational conferences, or by direct mail. Sometimes, teachers receive the materials unsolicited through the mail, or bound into or polybagged with their professional journals or with bulk shipments of classroom magazines.

Some schools have established procedures for reviewing sponsored materials and weeding out those that are biased and commercial, but many haven't. It is then up to individual teachers to decide if such materials are appropriate for the classroom and up to the standards set for other classroom materials. Leaving such evaluations up to teachers—many of whom haven't been alerted to the potential presence of commercial bias or trained to detect it—poses many problems which we address on page 32 of this report.

NSTA Reports!

Freebies!

about biodiversity and spread the word to local and national media. Contact Earth Foundation, 5151 Mitchelldale, Suite B-11, Houston, TX 77092; (713) 686-WILD.

• Sample chapter of the book *Scouting Black Holes: Exploring*

tion Treaty Support Fund, which has educational videos, books, posters, and more. Contact CTSF, 3705 Cardiff Rd., Chevy Chase, MD 20815; 800-654-3150 or (301) 654-3150.

• Booklet for students who

information on how the National Estuary Program works to achieve this goal. Contact Darrell Brown, Chief, Coastal Management Branch, Oceans and Coastal Protection Division, Mail Code 4504-F, U.S. EPA, Washington,

FAX

materials) for school resource media centers. Contact U.S. Bureau of Mines, Guy Johnso Staff Engineer, Bldg. 20, Den Federal Center, Denver, CO 80225; (303) 236-0747.

• Calls to the U.S. Departm of Energy's energy informatio hotline, EREC. Call 800-532-2929. The hotline's staff can provide fact sheets, videos, an brochures as well as response more complex technical inqui

• *Archaeology and Public Education*, quarterly newslett the Society for American Arch ogy. Public Education Comm Write to Ed Friedman, Bureau Reclamation, PO Box 25007, 8560, Denver, CO 80225.

• Catalogs of materials and videos from Dairy Council of Upper Midwest, 2015 Rice St. Paul, MN 55113; 800-642-38 FAX (512) 486-0265. The cou is a source for K-12 teachers seeking hands-on, interdisciplinary resources to teach nutri

• 1993–1994 catalog of mid level education resources fro National Middle School Asso tion, 4807 Evanswood Dr., Columbus, OH 43229.

• 1993–1994 publications catalog from International Technology Education Assoc Publications, 1914 Associatio Dr., Reston, VA 22091; (703)

BARGAINS & GIVEAWAYS

THE POWER OF THE CRAYON

Your students can participate in letter-writing campaigns to help the environment with the biannual magazine *Crayon Power*. The magazine explains environmental issues in language appropriate for grades 3 and up. It also includes ready-to-send letter pages illustrating the problems and possible solutions. Students color the pictures, then remove, fold, and mail the letters, which are preaddressed to an appropriate company or agency. For example, a recent issue explains why forests need to be protected and includes a letter with space to write a note to President Clinton.

Cost: Single issues, $4.95 plus $1 postage. Two-issue subscription, $10. Contact: *Crayon Power*, P.O. Box 34, Dept. L94, Jersey City, NJ 07303-0034.

Adventures," Dole Food Co., Inc., 155 Bovet Rd., Suite 476, Dept. L94, San Mateo, CA 94402.

NEWS FROM SPACE

The National Aeronautics and Space Administration (NASA) publishes a free triannual newsletter, *Educational Horizons*. Each issue includes updates on NASA missions and discoveries, a schedule of planned shuttle launches, and information about NASA workshops and resources for teachers.

Cost: Free. Contact: Elsie Weigel, Editor, NASA Education Division, Educational Publications Branch, Code FEP, Room 2-J34, 300 E St., SW, Washington, DC 20546. Be sure to mention you're a teacher.

EMPHASIS ON ART

Invite your students to use art to explore the past, present, and future with the Crayola Dream-Makers art education program. This year's theme is Time Traveling. The program includes a 32-

ten for students 7-13 years old. Subscriptions are $10 or are available as part of a Cousteau Society family membership, which costs $28.

Cost: $1 for postage and handling. Contact: The Cousteau Society, Inc., 870 Greenbrier Circle, Suite 402, Dept. L94, Chesapeake, VA 23320-2641.

FREE ENVIRONMENTAL PROGRAM

Don't Let a Good Thing Go to Waste, a free multidisciplinary environmental program from th Plastic Bag Association, can get your students thinking about th trash they generate and ways to reduce it. The program includes five lessons complete with work sheets, spelling lists, homework assignments, puzzles, and quizzes. The materials, which target grades 2-5, were developed with input from teachers.

Cost: Free. Contact: 1-800-438-5856.

START WITH STATS

The U.S. Census Bureau offers a

FREE! BARGAINS & GIVEAWAYS! THROUGH ANNOUNCEMENTS IN EDUCATIONAL MAGAZINES TEACHERS LEARN OF CORPORATE-SPONSORED OFFERINGS.

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Sources

[2] Molnar, Alex. *Giving Kids the Business: The Commercialization of American School Reforms.* Westview Press (Boulder, CO), 1995: Pre-publication manuscript.

[3] Stipp, Horst. "New Ways to Reach Children." *American Demographics* (August 1993): 50-56.

[4] McNeal, James U. "Billions at Stake in Growing Kids Market." *Discount Store News* (February 7, 1994): 41.

[5] McNeal, James U. "Attention All Shoppers: Consumerism and Kids." *Youth Markets Alert* (June 1994): N/A.

[6] 1992 Teenage Research Unlimited poll. *Daily News Record* (September 6, 1993): N/A.

[7] Same as #2.

[8] McNeal, James U. Invitation to youth marketers to attend conference, "Kid Power: Creative Kid-Targeted Marketing Strategies," sponsored by Marketing Advisory Council (MAC) in Chicago, September 19-21, 1994.

[9] Same as #2.

[10] Same as #3.

[11] Same as #2.

[12] a. ($36.93) Addison-Wesley catalog, 1993: 8.
b. ($10.95) Cottonwood Press catalog, 1994: 12.
c. ($99) Prentice Hall catalog, 1993: 19.
d. ($149) Beacon Films catalog, 1993-94: 49.

[13] *1993-94 Estimates of School Statistics.* State Departments of Education, Research Division, National Education Association (Washington, D.C.), 1994.

[14] Robinson, Dr. Glen E. and Nancy Protheroe. "Local School Budget Profile Study." *School Business Affairs* (September 1993): 33.

[15] Same as #14.

[16] Myers, Steven Lee. "Supplies Cost $44 a Student, Badillo Finds." *The New York Times* (October 5, 1994): B1.

[17] Moore, Thomas. "The Selling of Our Schools." *U.S. News & World Report* (November 6, 1989): 34-43.

[18] Carlstone, Linda Mae. "A Lesson in Sample Arithmetic." *Advertising Age* (January 2, 1995): 22.

EVALUATIONS

"The only genuinely educational use I can see for corporate propaganda in the classroom is to inoculate students against it, so that they will not swallow it uncritically without considering other sides of the question, but will make an earnest effort to find information from disinterested sources. Unfortunately, sometimes there are no truly disinterested sources."—David Lunney, Greenville, NC, on-line conversation

Since late 1993, Consumers Union has been gathering and studying examples of all sorts of in-school commercialism. Our collection can be sorted into the four categories already identified in this report: 1) Sponsored educational materials and media programs (SEMs); 2) Contests and incentive programs; 3) *Channel One* and other ad-bearing media; 4) In-school advertising.

With the latter two categories—ad-bearing media and outright advertisements—the commercial content and marketing objectives are easily detected. Not so the promotional content and biases in SEMs and contests and incentive programs. Evaluating them entailed judging whether information was accurate and whether topics were covered completely and objectively, or whether they contained only information and viewpoints that favored the sponsors. We also judged them for commercialism: Was the material commercial-free or was the sponsor trying to build brand-name recognition or polish its corporate image? If the sponsor's name or product was given, was it used as part of the lessons, or just presented to identify the source of the program? Did any "implied lessons" come across because a company sponsored a program, thereby linking its name and products with a positive environmental, nutrition, or other image?

In evaluating these programs, we used guidelines prepared by Consumers International, formerly the International Organizations of Consumers Unions (IOCU), and the Society of Consumer Affairs Professionals in Business (SOCAP) (see page 42). And we drew heavily on ecology and nutrition experts from Consumers Union's testing department (a resource typical teachers don't have).

We didn't address the overall educational value of these sponsored materials and programs—their comprehensiveness (most are not intended to cover a subject completely), grade-level appropriateness, or whether they fit curriculum needs. Judging from the superficial approach of many of these materials, we'd guess many wouldn't make the grade.

SPONSORED EDUCATIONAL MATERIALS (SEMs)

We collected more than 200 examples of educational materials and programs sponsored by commercial enterprises, trade organizations, or nonprofit organizations with significant corporate backing. While this represents a large sampling of sponsored materials, it doesn't cover all—or even necessarily a majority—of available programs. We believe this to be just "the tip of the iceberg."

The sheer magnitude of available programs made it impossible for us to include materials from organizations and interest groups with no obvious corporate backing—although such materials often "sell" ideas or viewpoints on a range of issues, and deserve evaluation and analysis.

The sponsored materials we did include ranged from simple "poster kits" (posters with print materials on the reverse side) to teaching packets of print materials to boxed multi-media kits complete with videotapes, software, and/or CD-ROMS and an array of print materials. Again, due to the huge numbers of materials available, we limited our evaluations to those materials that had a teaching guide, and therefore explicitly claimed to be curricular materials. Of the 111 programs that met this criterion, 77 were learning kits, packets, or posters, 29 were sponsored contests, and 5 were sponsored reading incentive programs.

SOME HIGHLY COMMERCIAL SEMs (CLOCKWISE FROM LOWER LEFT): FROM DOMINO'S PIZZA, THE NATIONAL LIVE STOCK AND MEAT BOARD, PROCTER & GAMBLE, ARMOR ALL, AND THE NATIONAL LIVE STOCK AND MEAT BOARD.

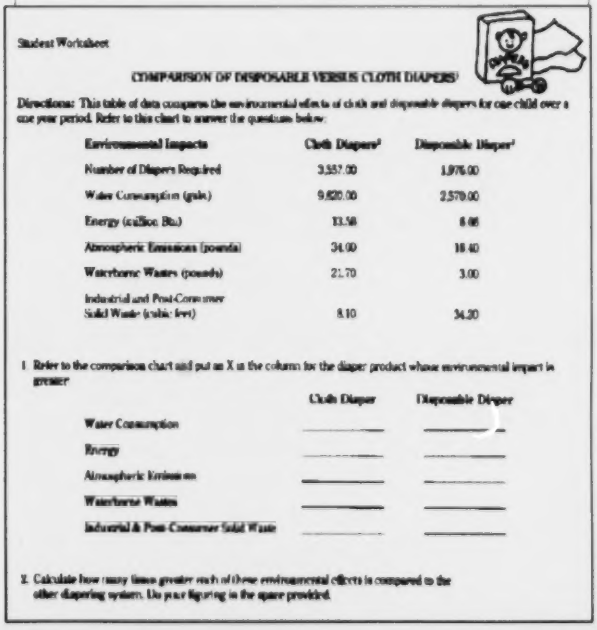
Where we prepared actual ratings, they are provided in the charts at the end of this report (see pages 44 to 63).

What We Found

While SEMs rarely contain advertisements, we judged more than half of the 77 kits and packets we studied commercial or highly commercial (see page 43 for the criteria used to establish the level of commercialism). Nearly 80 percent contained biased or incomplete information, promoting a viewpoint that favors consumption of the sponsor's product or service or a position that favors the company or its economic agenda. A few contained significant inaccuracies.

About half of the programs studied were produced for the sponsors by independent developers (see page 6). Some were produced jointly with or have the endorsement of educational associations. We found that neither the involvement of an independent developer nor a co-sponsor is an indicator of objectivity and non-commercialism.

So blatantly commercial and biased was one sponsored educational packet—*Decision: Earth* from Procter & Gamble—that a coalition of environmentalists summoned by the cloth-diaper industry asked attorneys general in 11 states to investigate the kit's truthfulness. *Decision: Earth* taught that clear-cut logging is good for the environment ("It mimics nature's way of getting rid of trees") and that disposable diapers are better for the environment than cloth ones. It did not mention that P & G, the country's largest manufacturer of disposable diapers, had financed the study that produced those favorable results. P & G stopped distributing the kit in early 1994.



Student Worksheet

COMPARISON OF DISPOSABLE VERSUS CLOTH DIAPERS[1]

Directions: This table of data compares the environmental effects of cloth and disposable diapers for one child over a one year period. Refer to this chart to answer the questions below.

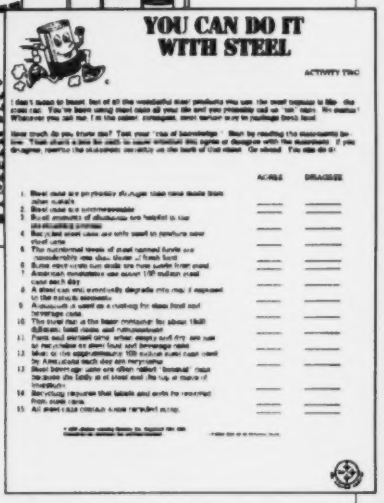
Environmental Impacts	Cloth Diapers[2]	Disposable Diaper[3]
Number of Diapers Required	3,357.00	1,976.00
Water Consumption (gals)	9,820.00	2,570.00
Energy (million Btu)	33.58	8.05
Atmospheric Emissions (pounds)	34.00	18.40
Waterborne Wastes (pounds)	21.70	3.00
Industrial and Post-Consumer Solid Waste (cubic feet)	8.10	34.20

1. Refer to the comparison chart and put an X in the column for the diaper product whose environmental impact is greater

	Cloth Diaper	Disposable Diaper
Water Consumption	_____	_____
Energy	_____	_____
Atmospheric Emissions	_____	_____
Waterborne Wastes	_____	_____
Industrial & Post-Consumer Solid Waste	_____	_____

2. Calculate how many times greater each of these environmental effects is compared to the other diapering system. Do your figuring in the space provided.

ROSCOE'S
STEEL CAN RECYCLING GROCERY STORE TOUR
HI, WELCOME TO THE GROCERY STORE! LET'S GO SEE HOW MANY STEEL CANS WE CAN FIND.
FRUIT
SOUPS



TWO REPRODUCIBLES FROM THE STEEL CAN RECYCLING INSTITUTE HYPE STEEL AS A SUPERIOR PACKAGING MATERIAL.

SEMs on the Environment

Twenty-one of the SEMs we evaluated covered environmental and other science subjects (see charts on pages 44-47). Most of these were sponsored by companies or associations with interests in environment-related issues.

Six of the environmental programs evaluated concentrate on solid waste issues and were sponsored by companies that produce disposable products, make packaging or packaging materials, use a great deal of packaging, or are providers of recycling services. Five of these programs bypass serious discussion of reducing consumption or reusing products, and present recycling as the main solution to solid-waste disposal. *Waste Wise*, for example, a resource guide for teachers from the Aseptic Packaging Council, teaches that drink boxes are easily recycled, but fails to mention that few communities have recycling programs to handle them. *Steel—America's Most Recycled Material* from the Steel Can Recycling Institute promotes the steel can as a superior way to package foods and other products and is essentially a running ad for the industry. The net result is a distorted picture of the problems, choices, and trade-offs inherent in the issues these materials cover.

DuPont's *Less Is More—Learning About Source Reduction*, however, stresses the more important of the Three "R's," reduce and repair, showing that when a company wants to, it can present a non-commercial, unbiased material.

A WORKSHEET FROM *DECISION: EARTH* STACKED THE DECK IN FAVOR OF DISPOSABLE DIAPERS.

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Evaluations

Four sponsored programs present lopsided views of energy sources and use. *Power from Coal* from the American Coal Foundation touts coal as the fuel of choice while *Natural Gas and the Environment* and *Natural Gas Vehicles: The Road to Clean Air* from the National Energy Foundation and the American Gas Association extol natural gas. Neither kit reviews the problems associated with its fuel or discusses alternate energy sources. The American Coal Foundation dismisses the greenhouse effect, saying that "the earth could benefit rather than be harmed from increased carbon dioxide...." The Exxon Education Foundation's *Exxon Energy Cube* program doesn't tout petroleum products but implies that fossil fuels in general pose few environmental problems and that alternative energy is unattainable and costly. Furthermore it suggests that worries about oil spills and strip mining are unfounded, since effective remedies exist for dealing with them.

On the other hand, *Project Learning Tree* from the American Forest Foundation is a non-commercial program on the subject of forests. Accepted as sound even by environmental groups such as the Sierra Club, it has only a slight bias in favor of managed forestry.

Nutrition Lessons

Nutrition was another popular subject: all but one of the 21 nutrition materials we collected were sponsored by food companies or food-industry associations (see charts, pages 50-52). Several programs focused on "NIMF"—Not In My Food—problems. In *Kids Get Going With Breakfast*, Kellogg's presents fat content as the sole thing to worry about when choosing a breakfast food. Sugar and sodium content of cereals isn't even mentioned. Its label-reading lesson in *Eat to the Beat* neatly avoids the "Sucrose and other sugars" part of the label. (Both of these programs also show the Kellogg's logo and one of its cereals.) In *The Incredible Journey From Hen to Home*, the American Egg Board plays word games to minimize concern about cholesterol—"Eggs contain 22 percent less cholesterol than previously thought." In *Snacking Advantage*, Nabisco identifies foods that have saturated fats—but neglects to mention that many cookies and baked products are high in fat, too.

Several programs got their commercial message across in pictures, not words: *Delicious Decisions* from the Dairy Council of Wisconsin doesn't say eat milk products—but a disproportionate number of the "delicious choices" shown on the poster are milk products. Kellogg's *Build On Good Nutrition* poster shows three Kellogg's cereals, not to mention its logo and ad slogan. Mars' *100% Smart Energy to Go* doesn't say candy is a quick energy snack but shows "Team SNICKERS" logos everywhere.

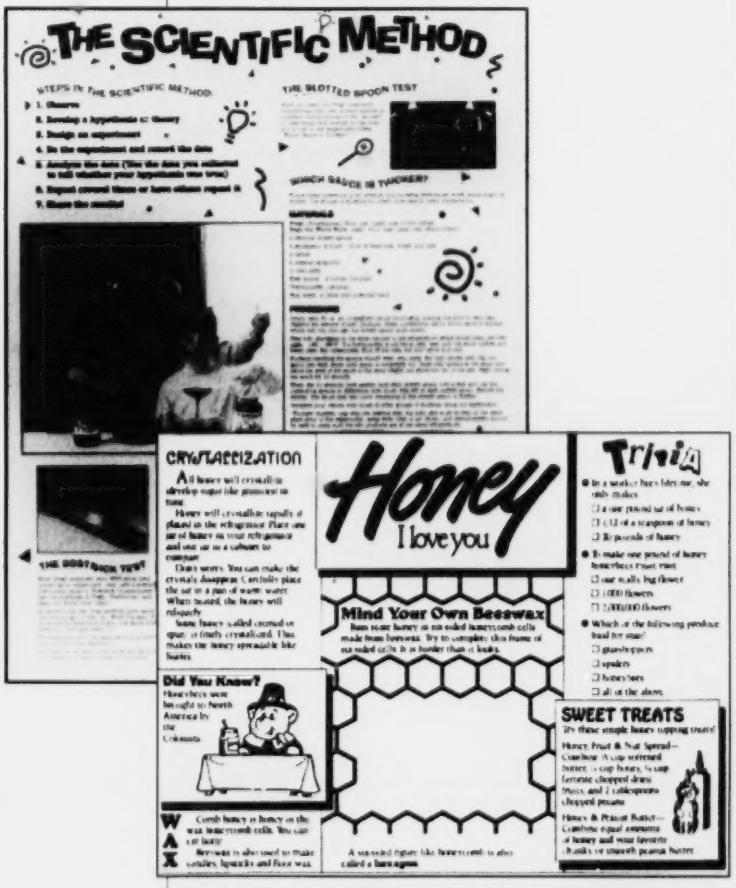
(Above) Kellogg's poster has the breakfast detective looking for Rice Krispies. (Below) the Kellogg's activity sheet tells kids that cereals "(even the sweet ones!) are low in fat. Go ahead and enjoy them!"

Two programs from McDonald's avoided commercialism and bias for the most part by not showing its own food products, or even pushing the types of foods it sells. But perhaps the sponsor's pay-off for this is the association of its name with a program on health and nutrition, subtly creating a positive, healthful image for itself and its food products.

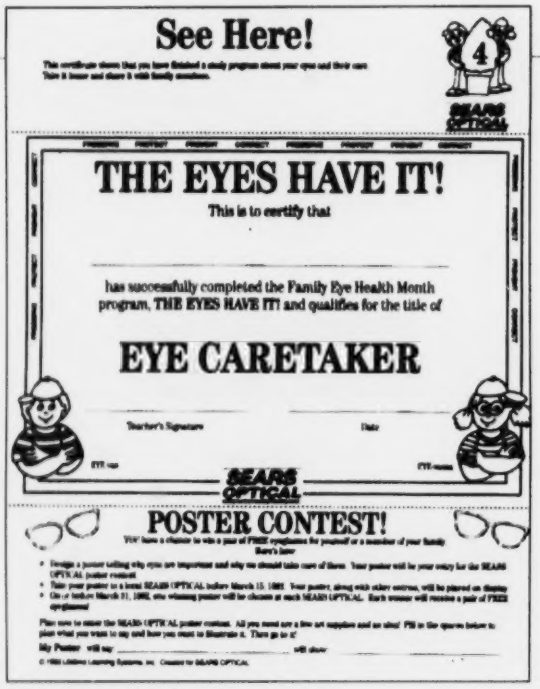
Cross-curricular Lessons

Nutrition isn't the only subject that food companies help teach. In the hands of creative curriculum developers, food can become part of hands-on science and math lessons, social studies explorations, and more. The trouble with most of the food-based cross-curriculum programs we examined was twofold: They seemed better at promoting their sponsor's product than teaching the curriculum skill; and the learning activity itself was often superficial, pointless, and probably a waste of class time.

The lofty objective stated for Campbell's *Prego Thickness Experiment* ("To help your students become aware of the many situations in which scientific thinking plays a part") quickly degenerates into the promotional objective of the sponsor — have kids prove its ad claim that Prego is thicker than Ragu. Domino's Pizza's *Encounter Math: Count on Domino's* promises to develop "mathematical problem-solving and critical thinking skills," but what it really does is continually remind students of its pizza and its logo. *Count Your Chips* from the National Potato Board and the Snack Food Association promises to "sharpen skills in computation" but focuses on potato chips and encourages consumption of chips. The objective for *What's Buzzin'* (National Honey Board) sounds like social studies: to help students "gain an appreciation for the need to cooperate" and "learn the roles of honeybees." Although it does teach that bees pollinate, the real lesson is all the reasons why kids should love honey.



PRODUCT ADS AS LESSONS: (ABOVE) POSTER FROM CAMPBELL'S *PREGO THICKNESS EXPERIMENT*; (BELOW) ACTIVITY SHEET FROM THE NATIONAL HONEY BOARD.


See Here!
THE EYES HAVE IT!
This is to certify that
has successfully completed the Family Eye Health Month program, THE EYES HAVE IT! and qualifies for the title of
EYE CARETAKER
SEARS OPTICAL
POSTER CONTEST!

Health and Safety Lessons

Health and safety was another popular topic. Sponsored primarily by insurance companies and energy associations, these materials covered topics from fire safety to personal growth and achievement. As a group, these tended to be more objective and less commercial than food-related and environment materials (see charts, pages 53-55). An exception was *The Eyes Have It!* from Sears Optical, which laudably promotes getting eye checkups but plasters its name prominently on the student materials. (Sears Optical also sponsored *The Eyes Have It!* contest, which was equally commercial.)

Lessons in Economics, History, Money Management, and Communications

Many of these SEMs displayed bias in favor of the sponsors' product, services, or viewpoints (see charts, pages 48-49). *Choice, Chance, Control: That's Life* from the Insurance Education Foundation blames risky drivers for high rates, oversimplifies issues, and explains risk in a way that justifies charging higher rates to people who are higher risks—a highly questionable practice when applied to health insurance (which is barely discussed at all). *Advertising and the Economy* from Procter & Gamble takes a non-critical view of advertising as "powering" the economy, creating jobs, prosperity, and economic growth. Disputable views about advertising are presented as facts, and P&G products are used as examples. Mobil Corporation's *Critical Thinking About Critical Issues, Unit 1: Freedom of the Press* confuses freedom of the press with free enterprise, suggesting that the First Amendment guarantees free-market capitalism. *Choices & Decisions* from VISA does address the "down" side of credit cards, but makes them appealing by showing kids using them

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to buy a CD player, bike, and stereo and by using examples that stress low monthly payments and monthly percentage rates. Though comprehensive in explaining the history and development of telecommunications, NYNEX's *Kids In Touch* kit emphasizes voice data over other means of communications, pats itself on the back for being a leader in the communications field, and where communications devices are displayed, always shows NYNEX-developed products first.

Use-Our-Product Lessons

Several sponsored materials were difficult to classify. On a superficial level they may seem to have curriculum hooks in science, language arts, or social studies, but we didn't think they deserved to be dignified with such labels. The most accurate description (and a reflection of their educational value) is "products across the curriculum" — materials dreamed up to get their sponsor's brand name into the classroom (see chart, page 56).

Two writing programs from BIC Corp. (*Quality Comes in Writing* and *Getting on the Right Wavelength*) are primarily promotions for BIC, with brand mentions throughout. *Looking Good* from Armor All, a manufacturer of car-care products, overstates the need to clean cars and equates car care with a person's self image. Not only does it name Armor All products, but it also includes free samples for students. *Photo Pals* from Fuji Photo Film provides a free camera for each teacher and classroom, as well as coupons for film. In order to be part of the *Photo Pals* program, you have to continue to buy Fuji products.

FREE ARMOR ALL SAMPLES FOR STUDENTS COME WITH *LOOKING GOOD, A UNIT ON CAR CARE.*

BEEF ACROSS THE CURRICULUM

We're forced to recognize the National Live Stock and Meat Board for its creativity in finding the most obscure and outrageous opportunities to get meat into the curriculum. The Board's materials present meat and processed food in a positive light, omitting any discussion of harmful effects and lauding all advances in food technology.

Caretakers All is pure one-sided image-building for farmers and ranchers, disguised as lessons on land conservation. *Munchsters Talk About Food* is pure visual propaganda for meat, masquerading as nutrition education. *Nutrition, Food, and Culture* insults cultures around the world as it uses them to propagandize the importance of meat in their diets. Even in countries where the typical family eats only small amounts of meat (Japan and Korea, for instance), meat-eating and meat production are emphasized. And it presents a totally U.S.-centric view of the world. In examining the life style and dietary habits of the Masai of Kenya, for instance, it suggests the Masai might be better off using their cattle for meat instead of milk.

All these programs share a handsome, full-color, oversized format—obviously a lot of money was invested in producing them.

Digging for Data from the National Live Stock and Meat Board delivers a truly bizarre lesson. Students are asked to use data to figure out why early American settlers were short in stature—and the answer is that they had nutritional deficiencies from lack of meat! The role of genetics in determining height is barely mentioned, and only in passing.

SPONSORED MEDIA PROGRAMS

Besides print, sponsors can get into the classroom though media such as video tapes, television broadcasts, and single-sponsor magazines. Like SEMs, these tend not to contain out-and-out ads, but are often laced with corporate names and brand names and often carry the sponsor's bias about its product or an issue that affects it.

P.E. TV. This physical education program, launched by Whittle Communications in June 1994, is a variation on *Channel One's* method of selling advertisers access to classrooms. Available to schools that have signed up for *Channel One* (see page 20), the weekly 12-minute show is underwritten solely by Reebok, which spends about $2-million annually for the privilege. We question the efficacy of the show's premise (to teach physical education to kids by having them sit in front of a television set), but we have no question about Reebok's purpose in sponsoring the

show. Its promotional presence is all too obvious. The Reebok name is linked not only with the phys. ed. messages, but with featured sports celebrities. The marketing emphasis was confirmed in an article in *The Wall Street Journal*, in which Reebok vice president David Ropes noted, "The company's hope is that through year-round exposure we're building a loyalty relationship with the students...Let's face it, we're in a catch-up position to Nike in this field."[19]

ONE OF THE YOUNG HOSTS OF P.E. TV SPORTS A CAP WITH SPONSOR'S NAME. OTHER HOSTS AND GUESTS ALSO WEAR REEBOK APPAREL.

Mobius Program. Browning-Ferris Industries sponsors an in-service training program, *The Mobius Curriculum: Understanding the Waste Cycle*, which is designed to help teachers teach students the importance of The 3 "R's": Reduce, Reuse, and Recycle. It also offers instructions on how to coordinate a school or community recycling program.

We found that although the program promises to teach the "New Three R's of the solid waste disposal solution," it gives much greater emphasis to recycling as the best solution and gives no indication that recycling itself can have a negative impact on the environment. (BFI runs recycling programs and admits that one of its reasons for sponsoring the program is to create "a competitive advantage for BFI.")

SINGLE-ISSUE MAGAZINES

Traditionally, magazines that carry advertising, whether classroom or trade publications, are developed and written with at least nominal independence from their advertisers. The better magazines keep what Henry Luce called a "Chinese wall" between their editorial operation and their ad-sales department.

But by definition, sponsored single-issue magazines never had a line between editorial and marketing to begin with. Our evaluations included five such magazines, all of which had as part of their agenda to promote their sponsors' viewpoint or image:

- Discover Card's *Extra Credit* didn't encourage credit card use but prominently displayed the Discover Card on its front cover and in full-page ads inside (positioned as a "tribute" to readers rather than as ads). Although no longer produced, it was widely distributed as an unsolicited supplement with four of Scholastic's classroom magazines and included contest components.
- In *Wecology*, McDonald's image-building-by-association with ecological concerns isn't enough: Two pages plug McDonald's as "the first in the restaurant business to remove fully halogenated (CFCs) from its polystyrene packaging in the U.S.," and brag of McDonald's other presumably Earth-friendly activities. The magazine was published in 1990 with World Wildlife Fund and the Ronald McDonald Charities Foundation and is still distributed free to schools.
- Canon sponsored a special photography issue of Scholastic's *Art & Man* magazine, which carried three pages of Canon ads, and linked Canon's name with photography in the minds of a "million students."
- Minute Maid's *Summer Fun* magazine (created as part of the sponsor's reading incentive program) names Minute Maid products in three recipes, and includes the Minute Maid logo on a removable bookmark. It was created and distributed by Scholastic Inc. and included a highly commercial contest component (see page 63)

COUPONS FOR THE SPONSOR'S PRODUCT APPEAR WITH MINUTE MAID'S *SUMMER FUN* READING PACKAGE.

- According to its developer, Scholastic Inc., *Careers 2000's* goal is to "show 7th graders how relevant science and math are to their future lives by presenting career options which are exciting, attainable, and achievable." In the main, the career options and job skills highlighted in the most recent issue are those of importance to its charter sponsors—the Air Force, The Department of Energy, and the National Institutes of Health, which makes it a bit self-serving although not commercial.

Four of these magazines, it should be noted, were distributed by Scholastic, Inc., which uses its circulation of traditional classroom periodicals to reach students with sponsored materials (see page 9). We think this gives the sponsored materials a legitimacy that disguises their commercial nature.

Science Screen Report. Produced by Allegro Productions, Science Screen Report is an "ongoing secondary level videotape program that focuses on the most recent developments in science, technology, and engineering." Science Screen Report is produced with the "active participation" of the National Science Teachers Association (NSTA). It is a series of seven video science lessons which are distributed free to schools through the underwriting of local corporations.

Schools receive one video per month from October through April. Sponsors include Alcan Aluminum, Dow Chemical, Exxon, International Paper, Monsanto, Pfizer, and Ohio Edison.

Allegro has been reluctant to send materials for review; to date none have been forwarded, which makes us wonder: Why won't they send them? Materials produced for curriculum use should be volunteered for review—in fact review should be welcomed. From their marketing materials it can be gleaned that Allegro charges local underwriters $1,600 a year to pay for the school's subscription. For this price sponsors receive press release materials with photographs "for placement with local and in-house media." Each video "opens and closes with the sponsor's message, which provides excellent identification and visibility." Sounds commercial to us.

The NEED Project. The National Energy Education Development Project (The NEED Project) is a "national network of students, educators, and leaders in government and industry" underwritten by corporate sponsors, including Dow Chemical, Mobil Oil, Nissan, and Potomac Edison. The NEED Project was launched at a White House ceremony in 1980 and aims to provide "learning strategies that involve students, teachers, and the community in projects that promote critical thinking, leadership, and problem solving"; provide "students with the vehicle to enhance personal growth and their knowledge of science, particularly as it relates to energy"; facilitate "the exchange of energy education materials and programs to meet diverse local needs"; and prepare "a new generation of energy literate citizens able to meet the challenges of tomorrow." It does this by supplying schools with a catalog of educational materials (available for free to NEED members, for a fee to non-members) and offering schools NEED membership ($25/year). Membership also affords participation in its Youth Awards Program, an annual Energy Education poll, a subscription to the magazine *Energy Exchange*, as well as games, puzzles, and fact sheets.

The materials are primarily classroom activity guides for teachers. They seem carefully constructed not to offend their corporate sponsors. All energy sources (including solar and wind) are explored, but the negative effects of using these energy sources are barely touched on.

New Classroom Programs Coming

Two new in-class television programs were under development as this report was being prepared. We'll be keeping an eye out for how they hold up to SOCAP and IOCU guidelines.

The Curriculum Network. A *Channel One* follow-on expected sometime this year is *The Curriculum Network* from TCN. It is planned as an electronic library of curriculum supplements in core subjects, funded through a mixture of public funds and corporate "underwriting messages." TCN will begin a 15-month testing program in September of 1995, with an on-air target date of January 1997. The test schools will be located primarily in the midwest.

Media consultant Eric Jones and his California-based company, Screen Media Partners, are helping to launch the new network. Jones played a part in designing *Channel One*, but disagreed with Chris Whittle about the use of advertising. He says *The Curriculum Network* will follow guidelines on commercialism promulgated by the Public Broadcasting System and the NEA.

The Nightly Business Report. Nightly Business Report—planned for launch in 1995—will be a "special high school edition" of the popular TV program aired by the Public Broadcasting Service. Each segment will have a team of teen-age anchors. The video series will be underwritten by corporate sponsors and distributed by West Glen Communications, Inc., which bills itself as "the nation's leading distributor of sponsored videos and films." The videos will be shipped by mail rather than transmitted electronically.

SPONSORED VIDEOS

Corporations produce literally thousands and thousands of sponsored videotapes for classroom use on a wide range of subjects from nutrition and health to history and economics. Generally these videos are either loaned to schools or offered free or for a nominal fee. It was beyond the scope of this report to evaluate classroom videotapes, but a random previewing showed that many share the same problems that other sponsored educational programs do—commercialism, bias, and incompleteness.

SPONSORED CONTESTS

Sponsored contests and incentive programs, in which students compete with each other for prizes, find their way into classrooms because they supposedly motivate students to learn—and they often offer prizes for the teacher or school as well. But what many do best is motivate students to buy.

For this report, we evaluated 34 examples of contests or incentive programs sponsored by one or more private organizations (see pages 57 to 63). Some are annual events, while others are one-time efforts.

A few seemed to put educating students ahead of selling to them, notably the prestigious *Westinghouse Science Talent Search* (designed to spur interest in science education and research among young people), the *Scripps Howard National Spelling Bee*, the *Scholastic Art & Writing Awards/Alliance for Young Artists & Writers* (originated by Scholastic Inc., and now sponsored by a group of corporations and nonprofit organizations), and the *National Geography Bee*, sponsored by National Geographic Society and Amtrak (which will be replaced by a new corporate sponsor in 1995).

DISCOVER CARD GETS PLENTY OF BRAND-NAME RECOGNITION IN ITS *YOUR BAND, YOUR PLAN* CONTEST.

But most were clearly designed to promote their sponsors' corporate images, products, or services. Like sponsored teaching materials, some sponsored contests promote their sponsors by including brand mentions or logos in contest titles and entry forms, and sometimes by offering their sponsor's product or service as prizes. Some present self-serving views of the product or service offered by its sponsor, such as the benefits of using sandwich bags (from ZIPLOC) or the benefits of using a bank (from The Greater New York Savings Bank). In our evaluation of contests, we used criteria similar to those we used to evaluate SEMs (see page 43).

A number of contests—including samples from Delta Airlines, The Greater New York Savings Bank, and Sears Optical—seemed to be targeted at kids as influencers of their parents. To heighten publicity value to the sponsors, some contests require that winners allow their names, photos, and entries to be used for publicity purposes (BIC, Discover Credit Corp., Duracell, Kudos Brand, Oxy 10).

Four of the contests we evaluated share the dubious honor of being the "most commercial":

- *Oxy 10 $10,000 Scholarship Contest*, a multimedia contest that requires entrants to send in a UPC or 3 x 5 card with Oxy written on it and to let the sponsor use their names and photos for promotional purposes.
- *Definitely Dinosaurs Contest* for first graders, sponsored by Playskool and publicized in Scholastic's magazines, whose stated objective was "to increase awareness of Playskool's products among readers of Scholastic's magazine for first graders."
- *The Eyes Have It!* poster contest sponsored by Sears Optical, which gave students a special discount offer for free eye exams, and also required students to go to a local Sears Optical store to submit their entries and to pick up any prizes they won.
- *ZIPLOC's National Sandwich Day Contest*, sponsored by Dow's ZIPLOC Sandwich Bags, is actually promoted in a ZIPLOC educational program, whose main purpose is to push the use of the product (see page 62).

STUDENTS MUST USE SPONSOR'S PRODUCT TO ENTER THE *ZIPLOC NATIONAL SANDWICH DAY CONTEST.*

SPONSORED INCENTIVE PROGRAMS

Getting kids to read and instilling a love for reading in the young is an important goal of education: also it's the focus of the incentive programs we looked at from Chrysler Corporation, Minute Maid, Pizza Hut, Toys 'R' Us, and McDonald's (see page 63).

These sponsored incentive programs can be two-edged swords. On the one hand, kids who might not otherwise develop reading skills are encouraged to do so. On the other hand, kids are being used by the sponsors to influence family purchases. (We found all but Chrysler's program to be highly commercial.)

And incentive programs themselves lead kids to expect a reward for doing something that should be rewarding in itself.

CHANNEL ONE

From its pilot testing in 1989, *Channel One* has made a major effort to legitimize in-school advertising as a way of paying for educational programs and technology on a national scale. Since 1989, many groups, including Consumers Union, have vigorously opposed *Channel One* and the concept of selling in-school audiences en masse to advertisers, regardless of the perceived needs and benefits. Yet despite the opposition, *Channel One* continues to be broadcast to millions of students in thousands of schools.

What Is Channel One?

Channel One, is a daily, ad-bearing news program for students in grades 6 through 12. It is broadcast "free" to schools that promise to make it a mandatory part of the curriculum. The incentive to schools: free use of the satellite dish, VCRs, and classroom TV monitors.

Channel One is produced in the network's Los Angeles studios and delivered free to schools along with other Channel One Communications offerings, The Classroom Channel, P.E. TV, and The Educators' Channel. The automated daily feed is picked up by satellite dishes located at the schools between 3:30 and 5:30 a.m. EST and recorded by a master VCR. Programs can be previewed by teachers and/or administrators before being shown to students.

Each participating school signs a three-year contract in which it promises to show *Channel One* on 90 percent of all school days and in 80 percent of all classrooms. Schools may air the show whenever they wish during the day. *Channel One's* chief lure to schools is the equipment that comes with the program. In each school that signs up, the network installs a KU-band satellite dish and provides head-end and recording equipment, lines for re-transmission through the school, two central VCRs, and a 19-inch television set for each classroom. Channel One Communications owns the equipment, maintains it, insures it—and takes it back if the school drops its contract. Schools can use the equipment for more than *Channel One* programming. To the school, everything (programming, equipment, installation) is "free." The school just has to deliver the audience of youngsters to the waiting advertisers.

Channel One claims that it's viewed five days a week in 350,000 classrooms in some 12,000 schools across the country. Opponents, however, dispute those numbers.

According to a University of Massachusetts study, *Channel One* has made greatest penetration in schools in South Central, Mountain, or South Atlantic states and least penetration in schools in New England or the Pacific states.[20] The study found that the program is disproportionately shown in schools located in high-poverty communities, where money for educational programs and materials is most lacking, and communities of color; schools in wealthy communities are least likely to subscribe.

What's on Channel One?

Two minutes out of each daily 12-minute program are devoted to paid commercials by such sponsors as Snickers, Rold Gold pretzels, CareFree bubble gum, Pepsi, and Reebok. (See page 65 for the *Channel One* broadcast schedule over a sample week.)

BEST COPY AVAILABLE

Periodically, *Channel One* presents live hour-long specials on major events. One, in December 1993, featured Attorney General Janet Reno answering student questions. These specials do not carry commercials, but may feature the logo of sponsoring companies with the message "programming paid for as a public service by. . . "

Channel One's stated purpose is to "use news and current events information as a tool to educate and engage young adults in world happenings; make the daily news accessible, relevant and exciting to younger viewers; promote awareness of the relationship between national and world events and every teen's individual life; encourage young people to become productive and active adult citizens by proving to them that they are participants in history not just witnesses to it." But another purpose is to deliver to its advertisers a large and guaranteed audience for their ads. *Channel One* advertisers are willing to pay the $194,000 price tag to have 30 seconds of kids' attention in school, where they can't change the channel, leave the room, or turn off the TV.

Channel One—The Controversy

The main argument for *Channel One* revolves around schools' need for technology equipment they cannot afford, and the ability of advertising to pay for that equipment. Schools get what they need; advertisers get the targeted audience they want. The fact that kids see two minutes of advertising is not a problem because they're exposed to so much advertising each day anyway. "Ultimately it comes down to a very pragmatic decision. *Channel One*—the technology, the programming, the other resources for the teacher—is only made available because of the advertising, the two minutes of advertising. It's as simple as that," says Jim Ritts, president of network affairs for Channel One Communications. And he has his supporters:

In an interview in *The New York Times*, Elias Chamorro Jr., a principal in California's East Side Union High School District (which has mostly Latino and Asian American students), said: "Bringing technology to the school that we normally could not afford allows me to have 104 television monitors that are totally networked and are used for our daily bulletins and with our VCR's."[21]

In defense of the program, the network's representatives also focus much of their argument on the educational value of the non-advertising portion of the program (see page 64 for a view of the program). Company representatives point to a string of awards their programming has earned.

IN THIS *CHANNEL ONE* COMMERCIAL SCHOOL KIDS ARE TOLD TO "BE YOUNG. HAVE FUN. DRINK PEPSI."

But many teachers, parents, school boards, education organizations, state education agencies, and consumer advocates oppose *Channel One*, recognizing that the price schools pay for *Channel One's* "free technology" is far higher than any benefits they could get. Despite schools' financial straits, there are issues much more serious than money that fuel their opposition to *Channel One*.

Using *Channel One* cedes control of the curriculum to outside parties.

The requirement that schools air *Channel One* most days to most students means that teachers don't decide whether it fits their curriculum—they must air it, regardless of whether or not it relates to what they're teaching.

An example: Marilyn Harris, teacher of freshman German at Glencliff High School, Nashville, Tennessee, reports she was surprised when the TV clicked on and started airing *Channel One* during class. When told she was expected to suspend teaching German for 12 minutes each day so her students could watch *Channel One*, she reported being "outraged."

"Perhaps the most dangerous . . . of the implications," writes Joel Rudinow of the Center for Critical Thinking and Moral Critique at California's Sonoma State University, "is the transfer of substantial control over curriculum and content from individuals and institutions that are locally responsible—teachers, school boards, and parent groups—to a remote corporate hierarchy."[22]

Requiring students to view ads in school is unethical and runs counter to what schools are entrusted to do.

The American Association of School Administrators

voiced early opposition to *Channel One* in 1989 "because it requires students in the classroom to view product commercials," explained associate executive director Gary Marx. "The classroom is a marketplace for ideas, not a marketplace for commercial products."

Former New York State Commissioner of Education Thomas Sobol, explaining why the State Board of Regents reaffirmed its ban on *Channel One* in 1993, keeping the program out of the state's public schools, asked, "What message would we send to students if we removed the ban [on *Channel One*]? That we value you as consumers more than we value you as students?"[23]

Showing ads in school compromises the integrity of education.
"It's not the job of teachers to help sell candy bars, zit-cream, sugar water, and hamburgers in classrooms to students," said Nick Leon, a high school teacher from San Jose, California, and member of the California Education Association.

In 1993, the 9,000 delegates to the National Education Association's annual meeting agreed with him, passing a new business item "to investigate and file, when appropriate, legal challenges aimed at stopping growing commercialism of our classrooms which forces teachers to treat students as consumers rather than learners."

Other education associations followed suit. Among them, the National Council of Teachers of English, which in 1992 resolved, among other things, to "encourage teachers to resist commercial programming in school."

Students themselves have protested required viewing of *Channel One*. "We don't feel corrupted by watching commercials," said one student involved in a Fargo, North Dakota, sit-down, "But we think we should have the choice of watching or turning them off." The students won a partial victory. Fargo's North High School now shows *Channel One* before the start of the school day, and students who don't want to watch it don't have to.[24]

The ads often contradict the lessons schools are trying to teach.
Health courses stress the importance of choosing healthful foods over "junk foods." At the demand of adoption committees, publishers carefully avoid picturing sugar-laden products in textbooks. Yet *Channel One* brings into the classroom commercials that glamorize soft drinks, candy bars, and similar products that teachers are cautioning them not to buy.

In addition, commercials often promote consumption and materialism. "Over half the kids in Texas are too poor to buy their own school lunch," says activist Karen Miller of suburban Houston. "In light of this, it is egregious that students are forced to watch commercials at school and be reminded daily of the products they cannot afford to buy."[25]

The ads that students are required to watch on *Channel One* are more insidious than the commercials they see on TV at home.
At home, kids can turn off the TV or raid the fridge during ads. They're likely to see competing ads for similar products, which helps temper the "sell." Commercial TV ads must appeal to a broader age range and can't hone in on the interests of their age group only. And no authority figure will be asking kids to watch, thereby giving the ads they see its implicit endorsement. Not so with *Channel One*.

"Market research demonstrates that such advertising [referring to that on *Channel One*] does have an impact, contrary to the claims of some, particularly when it is designed specifically for a target audience, shown repeatedly, and when competing products are not permitted the same access," pointed out the L.A. Chamber of Commerce in a 1993 letter in support of state legislation barring *Channel One*. "Furthermore, we are concerned that younger children especially will perceive the products as having the implicit endorsement of the schools,

Channel One is produced by Channel One Communications (formerly, Whittle Educational Network), a satellite-delivered classroom television service recently purchased from Whittle Communications L.P. by K-III Communications Corporation, a diverse media company that also owns Lifetime Learning Systems (see page 8), The Weekly Reader Corporation, Seventeen magazine, and a company that distributes educational videos and CD-ROM disks. K-III's largest shareholder is the investment firm of Kohlberg Kravis Roberts & Company.

The network's founder, Christopher Whittle, is staying on as chairman, but will not be involved in the day to day network operations. Ed Winter is CEO of *Channel One* and David Neuman, president of programming.

including products that are beyond the financial reach of the families of many of our local children."[26]

Watching *Channel One* takes time out of the school day and costs the taxpayers money. "Schools are already hard-pressed to find the time they need to deliver the planned curriculum," observes Gary Marx, associate executive director of the American Association of School Administrators. "Carving out an additional 12 to 15 minutes a day may not be reasonable in many schools."

"The time in question adds up," says Gloria Blackwell, President of the California State Parent Teachers Association. "The *Channel One* contract requires that the schools show the entire program, virtually every day of the school year. That twelve minutes a day adds up to a full six school days per year. If you consider only the advertising, it totals one school day per year. The cost to the taxpayer, for the advertising time alone, exceeds the total value of the equipment Whittle leases the school (when figured over the course of a three-year contract)."[27]

In 1989, California officials calculated that the cost of keeping public high schools open for one day a year added up to $29-million statewide, or $87-million over the course of a three-year contract.

***Channel One*, if allowed to flourish, will "legitimize" selling student audiences to advertisers as a means of financing public education.** Public schools rely on compulsory attendance laws to assemble students for the purpose of education. It is a perversion of that purpose to require students to view commercial messages. When *Channel One* was just starting in 1989, Bill Honig, then California Superintendent of Public Instruction, said: "We have no right — legally or morally — to sell access to our students even if schools receive some benefit in return."[28]

In its 1993 letter in support of state legislation barring *Channel One*, the LA Chamber of Commerce said "... it is a poor precedent to begin to 'sell' the school day to pay for basic programs and equipment. Public education is public trust and should be supported by the public."[29]

Channel One: The Bottom Line

Whether or not *Channel One* is a worthwhile educational program, the arguments against a program financed by advertising in the classroom are, in Consumers Union's view, compelling. We believe educators, not marketers, should control the school curriculum. We believe public education should be publicly financed, not financed through the sale of student audiences to advertisers.

Other Ad-Bearing Media

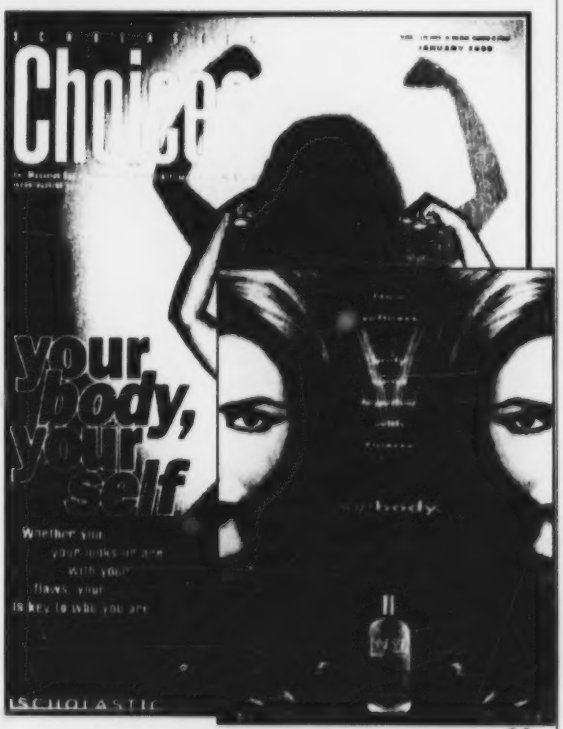
Channel One has attracted a lot of controversy. But classroom magazines or newspapers that carry advertising have not met strong opposition.

However, there is reason to take a look at the print arena, too. Print ads are not necessarily innocuous. They certainly contribute to the growing commercialism of the school environment and possibly carry an implied endorsement of the schools.

Classroom Magazines

Two companies, Weekly Reader Corporation (owned by K-III Communications) and Scholastic Inc. (*Senior Scholastic, Junior Scholastic, Choices,* etc.), dominate the classroom magazine industry. Each company publishes a variety of magazines (weeklies, bi-weeklies, monthlies) targeted at different grades and subject areas.

Neither company accepts ads in publications aimed at elementary students, other than pitches for the publishers' own book clubs. Says Mary Harbaugh, Weekly Reader's Executive Editor of Elementary Publications, "Placing ads in magazines makes kids a captive audience...We never accept space advertising in elementary periodicals, except for occasional inserts for book clubs; teachers can opt to either use them or not use them. They are not bound into student editions. This is a company policy."



ONE OF SCHOLASTIC'S TEEN MAGAZINES, *CHOICES*, CARRIES FULL-PAGE ADS DIRECTED TO THE TEEN MARKET (INSET).

Although Weekly Reader says it accepts ads in its upper-grade publications, *Career World*, *Writing!*, and *Current Health 2*, we found no ads in the issues we reviewed (September 1994). Other upper-grade publications may include posters or other special materials that bear the logo of a corporate underwriter, without any advertising message. For instance, the March 11, 1994 issues of the teen magazines carried a supplement on alcohol made possible by a grant from Citibank. It appears that Weekly Reader (in consultation with the National Council on Alcoholism and Drug Dependence, Inc.) maintained editorial control of this supplement and that the sponsor merely put up the money.

Upper-grade magazines from Scholastic Inc. carry up to six pages of advertising. Scholastic's own promotional materials for advertisers claim it can "present you with the largest single print advertising opportunity there is to reach teens . . . in a virtually non-competitive, highly-receptive, captive environment — in school."[30] Advertisers pay up to $33,000 to put a four-color, full-page ad in the five magazines in Scholastic's Teen Network: *Junior Scholastic*, *Choices*, *Science World*, *Scholastic Scope*, and *Update*. Typical advertisers include Finesse Mousse, U.S. Navy, U.S. Army, Cliff Notes, Inc., Noxzema, Capezio ballet shoes, Milton Bradley games, Discover Card, and Warner Brothers. In addition, Scholastic's middle and high school magazines may contain corporate-sponsored inserts—infomercials, single-sponsor magazines, and corporate-sponsored contest announcements.

Classroom Editions of Adult Publications

A number of ad-bearing adult magazines and newspapers (*The New York Times*, *The Washington Post National Weekly*, *The Nation*, *The New Yorker*, and others) offer special bulk subscription rates for classroom orders and offer teaching guides. These publications are not specially edited for students, however, nor are the ads they contain.

Somewhat different is the tabloid-format *Wall Street Journal Classroom Edition*, which is edited for students. The *Classroom Edition* targets economics, business, journalism, and social studies classes. Each 24-page monthly issue has two or three pages of advertising directed at students (currently, Merrill Lynch and ITT). It also has an "honor roll" page that recognizes some 500 business sponsors. These sponsors are individuals and advertisers that pay at least $150 apiece for a high school class to receive 30 copies of the newspaper plus a teaching guide for one semester.

Video Programs: Another Model

In the course of our research, we uncovered two interesting experiments in sponsored programming.

Yaros Communications, Inc. in St. Louis offers two video programs with innovative links between corporate funding, local television stations, and classroom learning. One program, *Weatherschool*, focuses on the science behind weather forecasting. The other, *StudentBody*, concentrates on healthy eating and exercise. The programs are targeted at grades one through eight and are produced by Yaros Communications, Inc.

Local corporate sponsors help pay for computer software and teaching guides that are supplied to classrooms. The software for *StudentBody* includes games that teach good nutrition habits, while that for *Weatherschool* has students create their own weather broadcasts. Once each month, news and weather programs on cooperating television stations address topics that have been covered in class. Students are encouraged to view the segments — for example, a weather reporter's explanation of how new Doppler radar installations work, or a health report on the latest nutrition research.

Ronald Yaros, a former TV weatherman who is the president of Yaros Communications, stresses that no advertising appears in the classroom. However, students and parents who watch the televised segments will be exposed to the sponsors' commercials. Yaros says that the logo of a corporate underwriter appears in only two places—on the lesson plan supplied to the teacher and on the computer screen when the software boots up.

IN-SCHOOL ADS

Direct advertising in the school has mushroomed in recent years, as marketers come up with ever more ingenious ways to tempt needy school districts to sell access to children. In preparing this section, we looked at advertising on school buses, in-school wallboards, book covers, scoreboards, and kiosks. We also looked at product sampling, fund-raising efforts, in-school licensing, and radio programs.

Advertising on School Buses

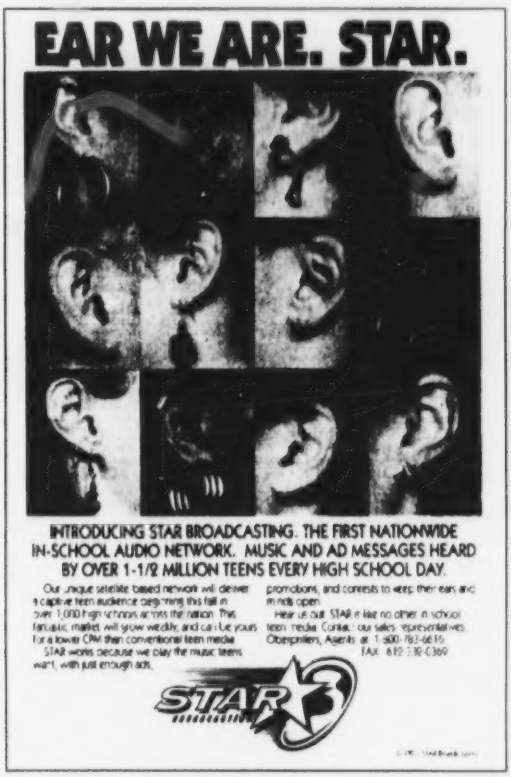
School-bus advertising is found in some school districts hungry for funds. And many more might permit it if it weren't for state restrictions.

In Colorado Springs, Colorado, for example, colorful cartoon ads for 7-Up are emblazoned on both sides of two of District 11's school buses. A huge 7-Up can is painted on the top of each bus, too, presumably to draw the attention of low-flying

pilots, drivers on overpasses, and people looking out the windows of high-rise buildings. Two other buses contain art, logos, and addresses of local businesses. Burger King will have its logo on five school buses, with art provided by five local high schools. Starting in the fall of 1994, District 11 expected to have ads on a dozen school buses. The district is using the revenue from these ads to buy books, lab equipment, and other supplies.

Directors of California's Fremont Unified School District thought they might similarly bolster school finances by using their school buses for such advertising. However, they were blocked by the Highway Patrol's Motor Carrier Division, which warned that ad-bedecked vehicles would be hard to identify as school buses, and that ads might distract motorists and increase the risk of accidents. Steve Williams, director of pupil transportation for Mississippi Department of Education, says his department also considered ads on school buses, but ultimately rejected the idea because of fears about safety.

According to *The New York Times*, New York City is currently considering selling ad space on the sides of its school buses.[31]


EAR WE ARE. STAR.
INTRODUCING STAR BROADCASTING. THE FIRST NATIONWIDE IN-SCHOOL AUDIO NETWORK. MUSIC AND AD MESSAGES HEARD BY OVER 1-1/2 MILLION TEENS EVERY HIGH SCHOOL DAY.
STAR

AD IN AUGUST 23, 1993 ADVERTISING AGE FOR STAR BROADCASTING, CLAIMS IT WORKS "BECAUSE WE PLAN THE MUSIC TEENS WANT WITH JUST ENOUGH ADS, PROMOTION, AND CONTESTS TO KEEP THEIR EARS AND MINDS OPEN."

In-School Radio Programs

By filling a school's hallways, lobby and lunchroom with rock music and commercials, some administrators bring in up to $20,000 a year in extra cash.

That is the pitch used by vendor Star Broadcasting of St. Paul, Minnesota, which began operation in the fall of 1993 and claims to be broadcasting Top 50 music and commercials into 400 schools across the country. Star's programming is strictly entertainment, not part of the required curriculum. But the music and commercials are hard to avoid—a point Star stresses when selling to national advertisers. Star offers both a rock format and an alternative "hot country" format, and points out that schools that want to boost their earnings can sell their own local advertising. A big school might take in an additional $15,000 this way, Star estimates. Like Whittle, Star equips schools with a satellite dish to receive its programming; Star values the equipment at $5,000 per school.

In 1994, National Public Radio news visited Apple Valley High School, a suburban school south of Minneapolis, to gauge reactions to Star's programming. It quoted a Star spokesman as saying, "Our whole cause and our drive is not about advertising, it's about helping schools." Two students interviewed on-air welcomed the music, and Apple Valley's principal was grateful to have found a new source of funds.[32]

Is there any harm to such advertising? Supporters of the venture say kids like the music and they're used to the ads. But we question the wisdom of distracting students with pop music and commercials when there are already so many demands for students' attention during the hours schools should be imparting basic knowledge.

Ads on Walls

To ambitious marketers, school wall surfaces look like opportunity. And wherever fund-poor educators are willing to try something new, marketing schemes are taking hold.

Advertising panels, or wallboards, in hallways and lunch rooms are commonplace sights for many students. Whittle Communications pioneered the trend when it began placing wallboards in schools during the 1980s. Each wallboard contained product advertising along with educational messages from celebrities. By 1989, 5,400 high schools carried Whittle's Connections wallboards and 9,000 elementary schools carried the comparable Big Picture wallboards. Whittle has since dropped its Connections service and is reevaluating the Big Picture as well. However, imitators have picked up on the idea.

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Youthtalk Advertising Agency in Salt Lake City has pushed the wallboard idea a step further. Starting with two schools in 1992, it began placing acrylic-faced billboards in school restrooms and cafeterias. For the 1994-1995 school year, the company placed its wallboards in 42 high schools in 10 school districts in the Salt Lake City, Ogden, and Provo areas. It estimated that some 80,000 students have seen the ads while sitting in toilet stalls and standing at urinals. When they wash their hands they find ads around the restroom mirrors. A portion of the ad space is set aside for public service messages and notices of school-related events.

Edward Jackson, president and founder of Youthtalk, has even found a philosophical justification for restroom ads: They reduce damage from graffiti. Youthful artists scrawl on the acrylic rather than on the toilet stalls themselves. Jackson also claims educational benefits: his ads empower students. Students in graphic arts classes design some of the ads.

But the real bottom line is money. Jackson says schools that sign up for his service can realize from $2,000 to $10,000 in ad revenue each year.

While Youthtalk operates only in Utah at present, it hopes to carry its ideas to other states in the future.

Youthtalk

For additional information please call 801.496.4330

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QUALITY EDUCATION FOR A QUALITY CAREER

YOUTHTALK WALLBOARDS HANG IN RESTROOMS IN SALT LAKE CITY SCHOOLS.

Textbook Covers

More than 16 million students in almost 25,000 schools use their free book covers, claims Cover Concepts Marketing Services, Inc. Fifty different advertisers—including Nike, McDonald's and Hershey—use the covers to pitch sneakers, food, and other products to elementary, junior high and high school students. According to Cover Concepts, most advertisers include "socially responsible" messages, such as "Stay in School" and appeals for "racial harmony." But we found plenty of big-brand candy, apparel, and food marketers, as well.

BOOK COVERS FROM COVER CONCEPTS PROMOTE PRODUCTS FROM COLAS TO SNEAKERS.

National Book Covers (Whitefish, MT) also provides schools with free ad-bearing book covers, but would not send us their materials to review.

Student Publications

Students themselves often publish ad-supported newspapers and yearbooks. These serve as training grounds for future journalists and marketing specialists, and ads serve to recover some of the costs involved in the endeavor. Students gain work-related experience selling ads to neighborhood shops and local outlets of national chain stores. They may also sell yearbook space to their parents, family members, and neighbors.

Advertisers use the space to promote their products and services or to build up a corporate image. Local soft drink bottlers are avid users of newspaper and yearbook space. Coca-Cola supports sports and the arts in many schools, so Coca-Cola bottlers' ads often salute a school's basketball team or theater group. Individual clothing stores in the Benneton chain also

buy space in school yearbooks to congratulate the graduating classes of local high schools.

Scoreboards

Perhaps no school surfaces get more concentrated attention than sports scoreboards. A logo or ad on a scoreboard receives prime-time exposure throughout the sports season. Therefore, advertising revenue can be significant. And many schools avail themselves of the opportunity. Soft-drink bottlers and distributors are among the leading supporters of school sports activities.

During the 1992-1993 school year in Layton, Utah, for example, the local Coca-Cola bottler donated $45,000 for several scoreboards, including a four-sided electronic scoreboard suspended from the ceiling in the gymnasium at the new Northridge High School. The large scoreboard carries only the Coke logo.

In Colorado Springs, Co., on the other hand, the Pepsi logo is the exclusive sponsor adorning the eight-foot-square lighted scoreboard for District 11.

In fund-poor New York City, where basketball is the most popular sport and school equipment is frequently broken, Van Wagner Playground Programs signed agreements with school boards to install and maintain basketball backboards, rims, and nets in elementary, junior high and high school yards. Money was provided by FILA (makers of athletic clothing) and Foot Locker (makers of sneakers), both of which signed three-year contracts. As of September 1994, 625 schoolyard basketball courts had been rehabilitated. No advertising appears on the backboards — only a tag reading "Donated by. . ." Van Wagner anticipates expanding to Philadelphia, Boston, Dallas, Detroit, and Washington, D.C., in the future.

Vending Machines

Soft-drink bottlers vie for exclusive rights to place their vending machines in schools to build brand loyalty among school kids. Whether it's Coca-Cola or Pepsi, the colorful machines placed strategically in high-traffic areas outside the school cafeteria, in the lobby, or in a main hallway lock in loyalty from the young passers by.

Critics like Democratic Senator Patrick J. Leahy of Vermont want to get such vending machines out of the schools. His concern is not so much with commercialism as with the lack of nutritional value in the products most school vending machines offer to kids. He introduced a bill in the Senate in 1994. Not surprisingly, he met opposition from Coca-Cola, which makes millions from school vending machines. But the other vocal opposition block were school administrators, who have become dependent on the funds they get from the machines' sales.[13]

Kiosks

In DeKalb County, Ga., the school board has agreed to install pay phones with electronic kiosks that display a continuous loop of five-second ads in each of its 26 junior and senior high schools. A Deputy Superintendent maintains that the ads don't represent a problem since they aren't in the classroom.[14]

Product Give-aways and Coupons

The distribution of coupons for free, "trial-size," or "cents off" the 32-ounce size of a product has become a national institution. They're handed out in supermarkets, appear in local newspapers, and can be found in any elementary school classroom that's taking part in the Minute Maid Summer Reading Program. But coupons are not the only give-aways that companies are distributing in the nation's schools.

Product samples—toothpaste, snack foods, candy bars—are also making their way into schools. Usually they come with some educational materials for the teacher and the students—a video on how to brush your teeth properly, or a unit on nutrition that describes how certain snack foods help you grow. As teachers become more desperate for new, more up-to-date and more interesting materials to supplement aging textbooks and other basics, they begin to look more favorably even at samples of products that arrive without accompanying educational materials.

AD FOR MODERN TALKING PICTURES, PRODUCT SAMPLING UNIT.

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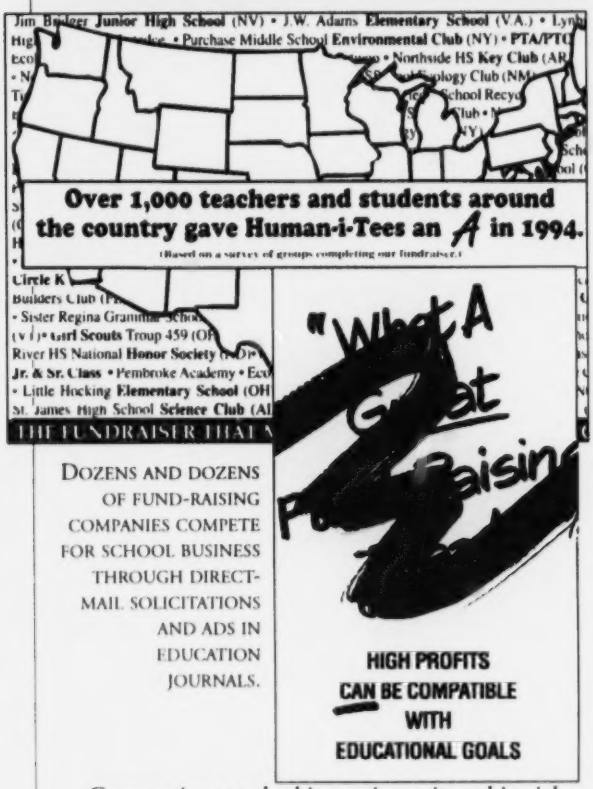

Over 1,000 teachers and students around the country gave Human-i-Tees an A in 1994.
(Based on a survey of groups completing our fundraiser.)
THE FUNDRAISER THAT A
"What A Great Fundraiser"
HIGH PROFITS CAN BE COMPATIBLE WITH EDUCATIONAL GOALS

DOZENS AND DOZENS OF FUND-RAISING COMPANIES COMPETE FOR SCHOOL BUSINESS THROUGH DIRECT-MAIL SOLICITATIONS AND ADS IN EDUCATION JOURNALS.

Corporations are looking to jump into this niche with products they hope teachers will distribute to their classes. Several products from a single company can be put together in one bag. Or the products of several companies can go into the same bag. Product samples even come with advertising materials the teacher can send home with the kids.

Modern Talking Picture's Product Sampling unit has been placing companies' products in schools for eight years. Its advertising claims that the company can reach "...more than 14,000 teachers and over two million students. And the cost of the program can be less than mailing a letter to each student." All of Modern's sampling programs include classroom activities and teaching guides, and are sent "only as a part of a total educational package." Roseanne Pollak, company vice president, claims that samples are sent only if they are requested, with enough time for teachers to look them over and to decide whether the materials are proper for their classroom.

Lifetime Learning Systems gave away more than one million samples of General Mills' snack food, Fruit Roll-Ups, to preschool children in the classroom. The package included a growth chart, a calendar, and some student activities. Materials told about the foods people eat and the fruits that they grow—both related to the sample fruit snack. A take-home booklet was included so the sponsor's advertising message could reach kids' parents at home, giving the sponsor two bangs for their buck. Lifetime's advertising claims that it can reach 600,000 preschool students.

Modern's TeenPak sampling program comes with teaching materials and promises companies to "get your product into the hands of the $81 billion teen market more ways than anyone...in a focused classroom setting." Their Prom Promise sampling program, developed for Nationwide Insurance Company, will give a package of as yet unspecified products to students who sign a pledge not to drink and drive on their prom night.

But Cover Concepts (see page 7 and 26) doesn't see the need to have educational materials as part of its projected Grab Bag sampling program. Steven Shulman, the company's president of operations, plans on including messages from sponsors urging kids to "Stay in school" and "Don't do drugs" in the grab bags he hopes to distribute early in 1995. Those samples will go straight into the hands of the 20 million students who now use Cover Concepts' book covers.

Other marketing groups, including Sampling Corp. of America (see page 7) and Scholastic, also put together product sample packs for students.

Fund-Raisers

Fund-raisers turn kids into salespeople. Kids are pressured to either sell something or collect labels or receipts forcing them to convince their parents, neighbors, relatives, and friends to buy certain products or frequent certain restaurants or retailers. Sometimes kids are even exhorted to go door to door selling a product or service. Companies that sponsor such fund-raisers not only gain an unpaid sales force, they can often sell products at a higher price than the market would ordinarily bear, since the enterprise is presented as charitable in nature.

Corporate Fund-Raisers. Major corporations sponsor a wide range of fund-(or equipment-) raisers. Companies that have offered money or equipment to schools for buying their products or shopping at their stores include: Hershey, Jif peanut butter (Procter & Gamble), Orville Redenbacker, a number of grocery stores and chains, and magazine sellers.

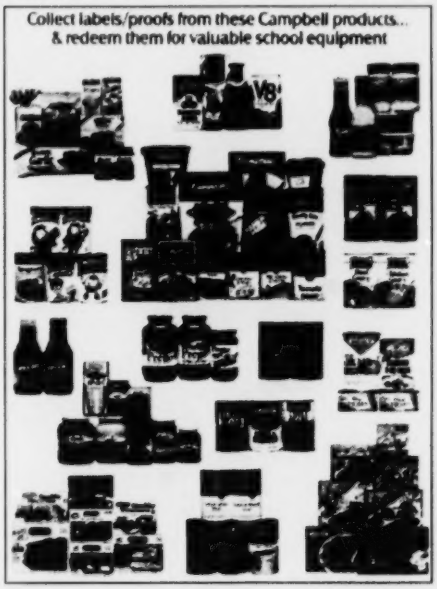
These companies are very direct: They tell schools to get their students or their parents to buy from us, and we'll give your school or students something in return. The prizes run the gamut from playground equipment to computers. Companies solicit students, their families, and teachers to promote or buy their products for some kind of good — buy a product (peanut butter or canned soup), show proof of purchase, and win a new backstop or other benefit for your school. Or they

encourage students to get their families to shop at certain stores, turn in receipts, win gifts for the school. Such programs have schools put unfair pressure on kids to influence family purchases that they have no control over. Kids also learn to choose products or stores for all the wrong reasons.

Labels for Goods. Campbell's has been using school children for years to collect labels and UPC codes from their soup cans and other food products. Their advertising, directed at classroom teachers, tells them to urge their students to get the labels from their own and their neighbors' homes. Campbell's says that "In the past 20 years, these schools have redeemed billions of labels for more than $60-million in free equipment." Some of the items schools can "buy" are books for their libraries, slide and film projectors, and equipment for their playgrounds and gymnasiums.

Dialing for Schools. Florida schools are involved with fund raising through its "Dialing for Florida Public Schools" program. Local residents ("students' families, friends and neighbors") and businesses sign up for a "long distance telephone service that will help raise potentially millions of new dollars annually for Florida's Public Schools and significant funds for Florida Association of School Administrators (FASA), too." Schools and FASA are promised "six percent of the net" by the sponsor, a group called the Affinity Fund. A school that signs up 500 subscribers can raise approximately $15,300 annually for itself and $1,700 for FASA. (Maryland and other states are looking into this).

Driving for Education. Chevrolet/Geo dealers' "Driving for Education" program lures parents and other interested adults into Chevy's showrooms to test drive a new Geo or Chevrolet. For this drivers get a "Proof of Drive" certificate, which they can turn in at their child's school. The school turns in the accumulated certificates for Apple Computer products, audio/visual equipment, or encyclopedias. While the program directly targets administrators and teachers rather than students, there is implied pressure on all the kids in a participating school to get their parents into that showroom. Everyone in the school knows which parents have already taken a ride. Students are also involved indirectly as participants in the awards ceremony, which can take place in a "special school assembly, half-time of a sporting event, at [the local] dealership, or during lunch in the cafeteria," and which can include entertainment "to be provided by the school's chorus, band, theater group, cheerleaders, etc."



Fund-raising companies. The old-fashioned bake sale or car wash pales beside today's modern fund-raising for hire industry. More than 100 fund-raising companies representing candy makers, magazine publishers, and others supply the schools with products to sell; the kids do the selling; and the school or school group gets a percentage of the sale.

In-School Licensing

The opportunity to earn revenue from the names and logos of their teams and programs also brings schools into the commercial advertising arena. Recently, school boards in Utah, Florida, Illinois, and Nebraska signed agreements with School Properties, Inc., a San Francisco promotions and licensing company, to market their school names. The license agreement permits School Properties to create products carrying member school logos and emblems. The company finds corporate

Apples for Students

In a league of its own is Apple Computer's "Apples for the Students Program." Over the course of a semester, students or their parents collect register tapes from neighborhood supermarkets. Kids turn the receipts in at their schools. The schools redeem them for Apple products, which the supermarkets purchase at "less than retail price" and donate to schools. There is no cost to the schools.

Part fund-raiser, part incentive program, everyone benefits—so say the sponsor. Supermarket sales improve, thereby justifying the cost of purchasing Apples. Apple sells more of its products. The schools get much-needed computers and peripherals. And kids become more computer literate. And the bonus (or booby prize) depending on your point of view: kids become collection agents.

sponsorships for them, does catalogue marketing, and even makes arrangements for school-backed credit cards.

Envious of the "millions of dollars" raised by college and professional sports groups, Utah School Boards Association associate executive director Darrell K. White wants to get "greater access to discretionary funding" from the arrangement. He looks forward to revenues of $250,000 to $500,000. Florida officials are even more optimistic, hoping to make $1-million dollars for their schools.

The promoters of this partnership expect that nearly two dozen other state school boards and school administrators associations will sign up before long. Others are less optimistic about this fund-raising concept. Some have adopted a wait-and-see attitude toward the amount of cash to expect. And others worry that the products sold will have little to do with the schools themselves.[35]

Where Is This All Going?

Just cataloguing and describing these numerous marketing ventures that target school kids is exhausting. What concerns us, however, is not just the sheer numbers of marketers eager to leap into schools. We are also disturbed by the apparent willingness of educators and school administrators to subject the children entrusted to their care to such commercial influences and pressures, all in the name of acquiring equipment or money.

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How Great a Problem?

"Schoolchildren are for sale to the highest bidder. This was true in 1979, when my book* Hucksters in the Classroom: A Review of Industry Propaganda in Schools *was published, and the situation is even more threatening today. Today's corporations are slicker, more sophisticated in their marketing strategies than they were a decade ago. Intrusions into the classroom by business interests continue unabated — some blatantly promotional, others more subtly biased."
***— Sheila Harty, Educational Leadership*[16]**

Are the many promotional messages and commercial influences reaching kids at school undermining the integrity of education, or are they an acceptable price to pay for an infusion of materials, programs, and equipment into financially hard-pressed classrooms? In this section, we look at arguments for and against commercialism in the schools.

Arguments for In-School Commercialism

Most of the arguments in support of in-school commercialism rest on schools' financial needs and assumptions that administrators and teachers can counteract any adverse affects of commercialism in the school environment or in classroom materials and programs. No one is saying in-school commercialism *per se* is desirable; rather, they're looking at it as a means to an end. We believe the debate would not exist, in fact, if schools weren't chronically underfunded and forced to accept help from companies willing to give it.

Defense arguments include the following:

Sponsored programs and outright advertising provide schools with desperately needed materials and financial support.
The business interests argue that in-school advertising and sponsored educational materials and programs augment tight school budgets, either by saving schools money or giving them income. According to Edward Jackson of Youthtalk Advertising Agency, provider of in-school wallboard advertising, many schools wholeheartedly welcome the helping hand. "I've had principals cry when I presented them their check at the end of the year," he told us.

Commercialism is everywhere.
Students see commercial messages everywhere. There's no reason to believe kids are unduly influenced by the additional ads they see in school.

Not all teachers view sponsored materials as uniquely "commercial." One of the teachers we spoke with on-line observed that everything is commercial: "...It doesn't take the words 'provided by Exxon' for material to be one-sided nor should we assume that because something is sponsored by a corporate donor it is automatically bad."

Teachers are capable of evaluating materials for commercialism and bias, and using the materials in an appropriate way.
Defenders feel that teachers and students are capable of recognizing and working around any bias in commercially-sponsored materials, maintaining that they can and do evaluate incoming materials and serve as gatekeepers against excessive commercialism in the classroom.

Some see these materials as opportunities to teach media literacy.
Some even welcome sponsored materials as grist for classroom analysis and investigation. They argue that even the most biased materials can be used—if not for what the materials purport to teach then for the opportunity to show propaganda in action.

Business has unique information and resources that can improve students' education.
Some supporters argue that corporate-sponsored materials offer information not typically available in schools. They see no problem with such materials, especially if the sponsoring company produced materials related to its area of expertise.

The problems with sponsored materials are exaggerated.
Some teachers who responded to our on-line poll found the handouts from corporate or organizational sponsors offered them a way to vary their lesson plans and give kids "hands-on" materials to work with. One middle school teacher in Stamford, Connecticut, said: "If it's free (and good) it's for me! Great, glossy, up to date, motivating materials...are a heck of a lot better than the 1966 textbooks that many teachers are refurbishing to pass out each September."

The Case Against Commercialism In Schools

The case against commercialism in schools gets to the heart of what education should and shouldn't be—the school environment, what lessons teachers should teach, and who should set the agenda. The single criterion driving these decisions should be what's best for students, not what's glossiest or most lucrative for schools.

The main arguments against commercialism in the school environment and in classroom materials—why schools should be ad-free

zones—mirror some of the arguments presented against *Channel One* (see page 20).

Cedes control to people outside education. One of the complaints against *Channel One* is that outsiders dictate to schools what programs to show kids and how often. Teachers and administrators should set the educational agenda, not outside commercial interests. (A related problem is who should produce the educational materials schools use.) Educators with no agenda other than meeting curriculum needs and educating kids should develop and/or control the curriculum materials used in classrooms. Materials should have a legitimate education need, not a commercial motive.

Compromises the integrity of education. Programs or materials produced with marketing objectives in mind are propaganda for either a product or an idea. Such materials ultimately corrupt curricula and compromise schools' efforts to educate and empower students. Getting kids to buy products, feel good about a corporation, or adopt the viewpoints of an industry on an important issue is not the purpose of education. One teacher from Alaska who we spoke with on-line agrees that "sponsorship by corporate America comes with a definite price tag." He told of receiving "two cases of a beautifully designed mini-handbook on the Constitution and the Bill of Rights" from Phillip Morris Company and putting the books in his closet because the company's logo appeared on the front and back covers.

Selling or providing access for commercial purposes to kids while they are captives in the classroom is a perversion of education.

Ads in school and in school materials carry the weight of an endorsement. Ads in school materials and programs lend an implied endorsement to the sponsor or its product, all the more damaging because it affects a captive audience that has been asked to trust what the teacher says and does. This power is not lost on the in-school marketer: "There is an implied endorsement from a trusted institution," says Steven Kaplan, president of Sampling Corporation of America (SCA), which distributed 110 million product samples to 76,000 schools nationwide in 1994.[37]

Promotional sponsored education materials blur the line between education and propaganda and lead to distorted lessons. Many commercial efforts masquerade as educational materials or activities while promoting self-interested, incomplete, or discriminatory points of view. Sponsored materials often fail to present opposing points of view, to reveal who financed studies that support their viewpoints, to acknowledge the sponsor's own financial interest in the point of view expressed, or to disclose conditions and information that affect the accuracy of what they teach. Such materials basically teach opinion as if it were fact. Similar to the confusion between the infomercial and the independent report in some magazines, this blurs the line between fact and propaganda. The result is a distorted picture of the problems, choices, and trade-offs inherent in the issues these materials cover.

Often such materials contradict other lessons kids learn in school. Colas, potato chips, fast-foods, candy are all foods that students should consume only in moderation. By marketing such products to kids in school, there's the possibility that students will get the wrong idea—that they're okay after all.

An example cited recently by Consumers Association of Australia noted that: "A teacher may not be sufficiently versed in nutrition to assess a company's nutrition information. Yet its products may be in direct conflict with good nutrition. Even if it is obvious to teachers and parents that a company's products are not for frequent eating, this is difficult to explain to children who are being encouraged to join in fund raising nights involving buying a company's products, or who come home with sports uniforms carrying its logo."[38]

Sponsored programs and materials often bypass review processes intended to safeguard students from biased or otherwise flawed materials. Materials sent free to teachers often come into schools through the back door, rather than through the formal curriculum review boards that evaluate potential learning materials for, among other things, balanced point of view and excessive commercial content. Business-sponsored incentive, label collection, or other programs also fall outside the purview of review boards.

The idea that teachers can serve as the gatekeepers against the biased messages often found in sponsored materials is naive. Despite the fact that many educators believe that teachers are capable of evaluating materials for commercialism and bias, according to Alex Molnar, Professor of Education at the University of Wisconsin-Milwaukee, most teachers haven't been taught how to do this—or don't even see the need to. And unless a teacher is an expert in a topic, evaluating sponsored materials is not necessarily easy. In evaluating these materials, we had to draw on CU's ecology, economics, and nutrition experts.

Educators' beliefs that that they can handle and

defuse promotional content of commercial programs is equally questionable. Saying that teachers can defuse the advertising messages in sponsored materials and programs and salvage something worthwhile from them is like using textbooks with gender or ethnic discrimination, and claiming it's a good way to teach about diversity.

In-school marketing contributes to the din of commercialism targeted at kids, and promotes materialism.
In 1990, 30,000 television commercials were aimed at children in the home. Add to this a host of kids' clubs, catalogs, comic book and magazine ads, and a range of ads and promotional materials in the schools, and our children may be the most targeted group of Americans that has ever existed. The message that comes through this din is pro-consumption. But creating such a buy-me-that climate among children who are already burdened with too many ads to buy things they can't afford is obviously unfair.

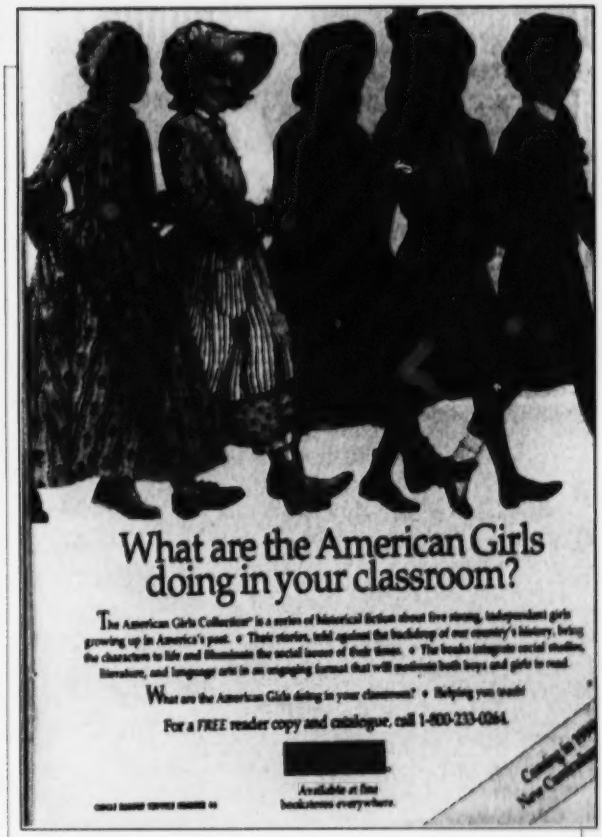
Advertising for everything from fast food to sneakers can come between students and their families: Pressuring parents to buy certain products often leads to conflict. Regardless of one's personal position on materialism and consumption, schools should be preparing students to make their own choices, not influencing them to follow the path advocated by marketers.

The idea that kids aren't influenced by in-school advertising because it's everywhere reflects a naivete about the nature of advertising.
Even adults are affected by advertising. If they weren't, advertisers wouldn't be in business. Students are even less discerning and therefore more easily influenced than adults.

The idea that school-business partnerships should have a commercial pay-back aspect is unethical.
Rather than sell students' minds to business in exchange for free programs or technology, schools need to pressure the corporate sector to live up to its non-marketing responsibility to support schools, the institutions that are preparing the corporations' future workers, future consumers, and future citizens.

Any one of these factors alone poses a threat to the independence and integrity of the educational system. And left unchecked it is likely to grow stronger in the future.

According to statistics from the Council for Aid to Education, Corporate America's interest in education gets stronger every year—corporations are focusing more money than ever on donations and



WHAT, INDEED, ARE AMERICAN GIRLS DOING IN THE CLASSROOM? WE FOUND ONE REASON: TO ENCOURAGE STUDENTS TO BUY THE EXPENSIVE DOLLS!

programs for elementary and secondary schools. Corporate expenditures on pre-college education in 1993 totaled $381 million nationwide, or 15 percent of all corporate donations for that year. That's 54 times what it was three decades ago, or an increase of 5400 percent. Most of that growth in corporate spending has occurred in the last five to ten years."

We were unable to find data on how much of this money supported non-commercial school programs, and how much went to schools with strings attached. Most likely it does not include sponsored educational materials. According to Diana Rigden, CAE's vice president for precollege programs, the cost of funding sponsored materials would be considered "cause-driven marketing" and would not count as support of education. However, equipment that is given to schools under an I'll-scratch-your-back, you-scratch-mine arrangement would.

Do corporations get tax breaks for such arrangements? It's a question worth exploring.

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Where Education Associations Stand

We polled 21 education associations to learn where they stand in this debate. The strongest opponents of commercialism in U.S. elementary and secondary schools are the National Education Association (NEA), which opposes many such activities and will fight them in the courts, and the National Parent Teacher Association (PTA). The Association for Supervision and Curriculum Development (ASCD) is also opposed to advertising in the classroom.

Many of the other education organizations we polled felt it was up to the individual districts, supervisors, and teachers to determine policy. None of the groups actively encourages commercialism in the schools, and some are currently forming policy guidelines intended to establish minimum standard requirements for sponsored materials.

The charts on pages 37 to 40 list the responses of each of these organizations. It is worth noting that half of the groups have taken clear stands against the use of *Channel One*. And not one of the groups champion *Channel One* as a valuable teaching tool or an important part of the school day.

Positions on other types of commercial materials were mixed. Sponsored educational materials (teacher's guides, posters, workbooks, videos, etc.) elicited outright opposition only from ASCD, but most groups encourage close monitoring by teachers and principals. The National Association of State Boards of Education (NASBE) advocates that schools and businesses develop materials through partnerships, as long as this does not result in "commercialization of instructional time." Many other groups encouraged setting standards at district and state levels, with schools responsible for evaluating sponsored educational materials case-by-case.

Positions were even less fixed with regard to the use of ad-bearing materials on school grounds. Most of the groups we polled had no official position. Those that did all mentioned that no student should be required to view commercial materials, but did not close the door on placing ads on school buses, or on print ads in classroom magazines.

Efforts to Control Commercialism In Schools

According to Professor Alex Molnar, who studies the problems of corporate involvement in school curricula, the struggle to insulate schools from corporate interests has been going on for years: "In 1929, the National Education Association published its Report of the Committee on Propaganda in the Schools. The report's author E.C. Broome argued that corporate sponsored materials should, in general, only be used if their use is indispensable to the education of children. If widely adopted, this principle would virtually insure that most corporate sponsored materials were taken out of classrooms."[40]

Little public attention to corporate involvement in education followed the NEA report until the last twenty years, when businesses seemed to become more aggressive and flagrant in pushing their own interests into public and private education.

- In 1979, Sheila Harty wrote *Hucksters in the Classroom*, which descried self-serving corporate material for corrupting the educational curriculum. A decade later, she continued to warn of the ever slicker intrusions into the classroom by business interests: "Schoolchildren are not the rational consumers for whom advertising provides information relevant to logical market behavior. We must not allow them to become pawns in the game of building corporate images."[41]
- In 1982, the Society of Consumer Affairs Professionals in Business (SOCAP) prepared voluntary guidelines for business-sponsored consumer education materials, in cooperation with three consumer interest groups.[42] These guidelines, updated in 1989, stipulated that materials should be consistent with established fact, easily verifiable, and current; objectively reported with any sponsor bias clearly stated; complete; reported in understandable language; free of derogatory or discriminatory content; and noncommercial, with the name or logo of the sponsor used only to identify the source of the materials. (See page 42 for complete text.)
- In 1989, the International Organization of Consumers Unions (IOCU), now called Consumers International, issued its own "Code of Good Practice and Guidelines for Controlling Business Sponsored Educational Materials Used in Schools." The code covers many of the same points as the SOCAP guidelines. In addition, it specifies that materials should encourage awareness and cognitive evaluation of the subject among pupils, and should in no event be distributed unsolicited to pupils or teachers. The IOCU code also advocates independent assessment of all business sponsored educational materials and that schools reject any promotional materials sent to them by companies. It offers guidelines for governments, for national and regional education authorities, and for independent consumer organizations. (See page 42 for complete text.)[43]
- Since *Channel One* was launched in 1989, opposition to advertising in the classroom has

included government agencies as well as educators and parents. The California Department of Education and the New York Board of Regents have fought to keep *Channel One* out of those states; the National Parent Teacher Association, the National Education Association, and other education associations have opposed it or taken even stronger actions (see pages 37-40).

- In 1990, Consumers Union published *Selling America's Kids: Commercial Pressures on Kids of the 90's*, which documented the marketing objectives for many sponsored materials, and raised objections to the growth of outright advertising in the schools.[44]
- Also in 1990, the Milwaukee Conference on Corporate Involvement in Schools was convened by the University of Wisconsin-Milwaukee, School of Education, bringing together representatives of national education associations and concerned organizations. The stated goal of the conference was to create "a set of principles to which educators and businesses can subscribe, which will distinguish those areas in which both can cooperate."

  The two-day conference produced proposed ethical guidelines for corporate involvement in schools. Although efforts to form a coalition of national education associations to endorse these guidelines proved unsuccessful, a number of national education associations did adopt the guidelines. Those guidelines stipulated that:

  "– Corporate involvement shall not require students to observe, listen to, or read advertising.

  – Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of public trust.

  – Since school property and time are publicly funded, selling or providing free access to advertising on school property outside the classroom involves ethical and legal issues that must be addressed.

  – Corporate involvement must support the goals and objectives of the schools. Curriculum and instruction are within the purview of educators.

  – Programs of corporate involvement must be structured to meet an identified education need, not a commercial motive, and must be evaluated for educational effectiveness by the school/district on an ongoing basis.

  – Schools and educators should hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials.

  – Corporate involvement programs should not limit the discretion of schools and teachers in the use of sponsored materials.

  – Sponsor recognition and corporate logos should be for identification rather than commercial purposes."[45]

In the next section, we offer our recommendations for controlling in-school commercialism. The bottom line: Our belief is that business and schools must work together to preserve the integrity and effectiveness of our educational system. Careful self-examination is called for, and rigorous guidelines must be embraced with enthusiasm.

Sources

[36] Harty, Sheila. "U.S. Corporations: Still Pitching After All These Years." *Educational Leadership* (December 1989/January 1990): 78.

[37] Carlstone, Linda Mae. "A Lesson in Sample Arithmetic." *Advertising Age* (January 2, 1995): 22.

[38] "School Sponsorship: The Price Is Too High." *Consuming Interest* (Winter 1994): 11.

[39] "Corporate Contributions Post Modest Gain," a Council for Aid to Education press release (September 19, 1994).

[40] Molnar, Alex. *Giving Kids the Business: The Commercialization of American School Reforms.* Westview Press (Boulder, Co.), 1995. Pre-publication manuscript.

[41] Harty, Sheila. *Hucksters in the Classroom: A Review of Industry Propaganda in Schools.* Center for the Study of Responsive Law (Washington, D.C.), 1979.

[42] *Guidelines for Business-Sponsored Materials.* Society of Consumer Affairs Professionals in Business (SOCAP), 1989.

[43] *IOCU Code of Good Practice and Guidelines for Controlling Business Sponsored Educational Materials Used in Schools.* International Organizations of Consumers Unions (IOCU), 1989.

[44] *Selling America's Kids: Commercial Pressures on Kids of the 90s.* Consumers Union Education Services (Yonkers, NY), 1990.

[45] 'Milwaukee Conference on Corporate Involvement in Schools." Milwaukee, Wisconsin, November 26-27, 1990. Coordinator: Alex Molnar, Professor of Education, University of Wisconsin-Milwaukee.

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WHERE THE GROUPS STAND					
GROUP	GENERAL POSITION ON COMMERCIALISM IN SCHOOLS	POSITION ON *CHANNEL ONE* AND OTHER COMMERCIAL BROADCASTS	POSITION ON SPONSORED EDUCATIONAL MATERIALS	POSITION ON AD-BEARING MATERIALS AND PROGRAMS	OTHER COMMENTS
American Association of Family and Consumer Sciences (AAFCS)	Has no formal position.	Has no formal position.	Has no formal position, but recommends following SOCAP guidelines.	Has no formal position.	According to Ann Chadwick, Executive Director, group may explore the issue at an upcoming leadership meeting. However, group believes it would be "inappropriate for the AAFCS to issue any statement regarding classroom products, considering the vast number of products our teachers [home ec.] purchase. Better in this case to leave these decisions to school districts."
American Association of School Administrators (AASA)	Is not opposed, with reservations.	Opposes for the following reasons: 1) it requires students to view commercials, 2) commercials are sold with the understanding that they w... be viewed by students in classrooms and are therefore a captive audience, and 3) the commercial time is paid for by the taxpayer.	Is not opposed if they meet school needs and standards. Sponsor recognition and corporate logos should be for identification rather than commercial purposes and logos be appropriate in size, placement, and content.	Opposes programs that require students to observe, listen to, or read commercial advertising (unless students are studying advertising).	Was one of several educational groups that endorsed the eight national principles for corporate involvement in schools developed at the Conference on Corporate Involvement in Schools, hosted by the School of Education, University of Wisconsin-Milwaukee, in November 1990. Believes school-business partnerships are important but opposes commercialism in schools. Has been involved in the battles in California and New York to ban *Channel One*.
American Federation of Teachers (AFT)	Has no formal position.	Is opposed to television commercials in the classroom and districts being forced to obtain equipment "with...learning time."	Has no formal position but as a general philosophy does not endorse for classroom use.	Has no formal position but is not inclined toward it.	Many AFT locals have been vigorous opponents of *Channel One*. AFT does not endorse sponsored educational materials for use in the classroom considering the implicit, and often explicit, commercial and political targeting of children involved. AFT resolved at its 1990 convention that it "opposes television commercials in the classroom and condemns the lack of economic resources that puts school districts in the position of buying television and other electronic equipment with the valuable learning time of children. AFT understands the decisions regarding such arrangements some locals might nevertheless make out of a pragmatic need for television and other electronic equipment." It endorses the guidelines developed at the Milwaukee Conference in 1990.
Association for Supervision and Curriculum Development (ASCD)	Is opposed.	Has no specific position regarding *Channel One* beyond its position on commercialism.	Is opposed mainly because they represent "the corporate view of issues..." and "portray special-interest opinion as objective analysis."	Is opposed.	ASCD recommends that schools develop clear guidelines for use of commercial materials supplied by outside groups. It "urges districts to develop policies to ensure that any commercial materials that are used: 1) are consistent with the values, goals, and objectives of the educational program, 2) respond to a clearly understood educational need, 3) support existing curriculum and instruction, 4) have been considered and assessed by groups with different views, 5) do not infringe on instructional time, and 6) do not promote a brand-named product."
International Reading Association (IRA)	Has no formal position.	Has no formal position.	Maintains neutrality and objectivity concerning commercial products, but recognizes the problems inherent in sponsored educational materials.	Has no formal position.	Terry Salinger, Director of Research, recommends that educators making selections consider many different variables besides cost and who is sponsoring a piece of material. Advocates their looking at things critically in terms of utility for students. Trusts individual teachers to be "informed consumers" and "critical consumers" and to use their best judgment in selecting materials.

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WHERE THE GROUPS STAND					
GROUP	GENERAL POSITION ON COMMERCIALISM IN SCHOOLS	POSITION ON *CHANNEL ONE* AND OTHER COMMERCIAL BROADCASTS	POSITION ON SPONSORED EDUCATIONAL MATERIALS	POSITION ON AD-BEARING MATERIALS AND PROGRAMS	OTHER COMMENTS
National Association for Gifted Children (NAGC)	Has no formal position.	Has no formal position.	Has no formal position.	Has no formal position.	"At this point, our Board has taken no position on it," said NAGC's Peter Rosenstein.
National Association for the Education of Young Children (NAEYC)	Has no formal position.	Has no formal position.	Has no formal position.	Has no formal position.	
National Alliance of Black School Educators (NABSE)	Has no formal position.	Has no formal position.	Has no formal position.	Has no formal position.	Past Executive Director William J. Saunders embraced the use of *Channel One*. However, the group has not taken a position on *Channel One*.
National Association of Elementary School Principals (NAESP)	Is not opposed.	Leaves it up to individual districts and principals to decide, but also recognizes it as "an improper intrusion into valuable instructional time and is an unwarranted and potentially harmful trend."	Has no formal position.	Has no formal position beyond its position on commercialism.	June Million, Director of Public Information, says NAESP. "Firmly supports the concept of partnerships between private-sector business and public schools." Recognizes that there's a fine line schools need to walk between getting materials they need and don't have the money for and the corporate need to advertise. Calls upon school principals nationwide to use extreme caution and discretion in maintaining a clear and distinct separation between commercial advertising, in any medium, and the learning programs in their schools. Recommends "school districts and principals assume a clearance role in assuring [this]."
National Association of Secondary School Principals (NASSP)	Has no "broad" formal position on in-school commercialism.	Opposes *Channel One*, specifically the idea of forcing students to watch commercials.	Has no formal position. Advises teachers and principals to review SEMs on a case-by-case basis.	Has no formal position.	Dr. Tom Koerner, Deputy Executive Director, states that NAASP's criteria for opposing *Channel One* is that "it forces students to watch commercials" as opposed to ad-bearing materials, which are more passive. "Scoreboards, billboards...no one is forcing students to view these." Regarding SEMs, it is NASSP's position that while there are some good and many poor ones, they are best handled by a teacher and principal on a case-by-case basis.
National Association of State Boards of Education (NASBE)	Has no formal position.	Opposes *Channel One* on the basis of its opposition to commercialized instructional time.	Has no formal position, but advocates school-business partnerships provided there is no commercialization of instructional time.	Has no formal position.	Brenda Walburn, Executive Director, reports that while they have not taken up the *Channel One* fight for several years, they do "advise and back-up local and state school boards with their position and reasoning." Besides their formal policy against commercialism of instruction time, the Association cites a report "confirming a link between decreased academic performance and poor school-day management" and goes on to say "adding a mandated viewing of a 12-minute broadcast to an already overloaded day...the result is more instructional time lost."
National Business Education Association (NBEA)	Calls for caution and discretion.	Has no formal position.	Has no formal position	Has no formal position.	
National Council for the Social Studies (NCSS)	Is not opposed, with reservations.	Opposes programming such as *Channel One*.	Is not opposed if they meet school needs and standards.	Has no formal position.	*Channel One* does not meet two of NCSS's criteria for TV in the classroom: "...should not include commercials" and "teacher should be able to use only segments, if desired." It endorses the guidelines developed at the Milwaukee Conference in 1990.

WHERE THE GROUPS STAND					
GROUP	GENERAL POSITION ON COMMERCIALISM IN SCHOOLS	POSITION ON *CHANNEL ONE* AND OTHER COMMERCIAL BROADCASTS	POSITION ON SPONSORED EDUCATIONAL MATERIALS	POSITION ON AD-BEARING MATERIALS AND PROGRAMS	OTHER COMMENTS
National Council of Teachers of English (NCTE)	Has no formal position.	Opposes commercial television advertising, such as *Channel One*, in the classroom.	Has no formal position.	Has no formal position.	Urges schools not to adopt programs or renew contracts involving use of materials "that include mandatory exposure of students to commercial TV advertising in the classroom"; passed resolution in 1992 opposing "intrusions of commercial television advertising, such as *Channel One*, in the classroom"; is seeking alliances with other education and consumer groups who feel the same way. Endorses the guidelines developed at the Milwaukee Conference in 1990.
National Council of Teachers of Mathematics (NCTM)	Has no formal position.	Has no formal position.	Has no formal position.	Has no formal position.	In its "Position Statement on Professional Standards for Selection and Implementation of Instructional Materials," suggests that all materials should be evaluated by a selection committee composed of teachers and supervisors with expertise and responsibility in mathematics education and that cost of the materials should not be a factor. Has endorsed a number of corporate sponsored materials, including *Count On Domino's* from Domino's Pizza (page 50).
National Education Association (NEA)	Opposes commercialism which forces students to observe, listen to, or read advertising. However, encourages meaningful and non-commercial partnerships between business and education.	Is opposed to and willing to support legal actions against if necessary (though has not been called upon to do so).	Has no formal position, but has developed ten guidelines for endorsing commercial "educational" programs, one of which states "program does not require teachers, students or parents to promote a commercial product."	Is opposed to any programs that require students to observe, listen to, or read commercial advertising.	NEA endorses the guidelines developed at the 1990 Milwaukee Conference. It believes that business-education partnerships can be mutually beneficial. In 1991 its Board of Directors adopted two principles to govern such partnerships: 1) that public education employees be involved as equal partners with business, and 2) that the partnership arrangements do not result in programs that stress the marketing and/or promotion of products with students. In 1993 NEA issued a public statement strengthening its opposition to commercialism. While the statement relates primarily to *Channel One*, it "also covers all programs that include commercials which students are mandated to view." In 1994 it called for local NEA teacher pension funds to divest themselves of companies that sponsor *Channel One*.
National Middle School Association (NMSA)	Has no formal position.	Has no formal position.	Has no formal position.	Has no formal position.	
National Parent Teacher Association (National PTA)	Strongly opposes required viewing/ usage of commercial materials; will seek and support legislation to protect children from required usage.	Is opposed and would support government limitations; opposes "any provision which requires children to watch TV commercials as a condition of their instruction."	Has no specific position on classroom materials outside of its general position on commercialism.	Is opposed to the concept of requiring students to "read advertising as a condition of corporate donations to schools."	Opposes "any provision which requires children to watch TV commercials as a condition of their instruction." Suggests that corporations with the same concern for enhancing the education of children as PTA has could serve students better if they'd "provide technology and high quality programs without demanding direct commercial return on the investment" and that "as a marketplace for ideas, the school should offer a balance...of views, not free access for those who pay entrance." It endorses the guidelines developed at the 1990 Milwaukee Conference.

WHERE THE GROUPS STAND					
GROUP	GENERAL POSITION ON COMMERCIALISM IN SCHOOLS	POSITION ON *CHANNEL ONE* AND OTHER COMMERCIAL BROADCASTS	POSITION ON SPONSORED EDUCATIONAL MATERIALS	POSITION ON AD-BEARING MATERIALS AND PROGRAMS	OTHER COMMENTS
National School Boards Association (NSBA)	Has no formal position.	Opposes *Channel One*.	Is not opposed to materials that have educational value but recommends that all such materials be approved by a principal.	Is opposed; feels that "advertising materials...should not be displayed or distributed in the schools or on school grounds."	Recommends that commercial material be approved by principal before used in school, and that approval be given to materials "which are of obvious educational quality, which supplement and enrich text and reference materials for definite school courses, and are timely and up-to-date." A number of individual member school districts have taken formal positions, but most of these follow the NSBA guidelines.
National Science Teachers Association (NSTA)	Has no formal position.	Has no formal position.	Has no formal position. Believes that it is up to the teacher to make decisions about what sponsored materials to use as well as how to use them.	Has no formal position.	According to Bill Aldridge, Executive Director, the organization has no official policy on *Channel One*, sponsored educational materials, or other forms of in-school commercialism. However, he believes that if teachers were polled or in a position to set policy, most would oppose *Channel One* and outright advertising, but not oppose sponsored materials if they had some educational value. He doesn't see commercialism in school as a big problem. In fact, the organization has endorsed a number of corporate sponsored materials, including *Sugar Science* from the Sugar Association (page 52) and *Science Screen Report* from Allegro Productions (page 18).
State Departments of Education	See comments.	See comments.	See comments.	See comments.	Generally, action at the state level falls into three categories: 1) states that have taken legislative and/or judicial action, 2) states that have endorsed the guidelines developed at the 1990 Milwaukee Conference, and 3) states that have taken no action at this level. States that have taken legislative action and/or judicial action to date are: CA, HI, MA, NY, RI, TX. States that have endorsed the 1990 Milwaukee Conference are the states above and GA, IA, LA, ME, MN, NV, SC, PA. The difference is significant, for while the guidelines developed at Milwaukee are effective, they are not enforceable. States taking legislative/judicial action are trying to correct this and give the guidelines the rule of law.

RECOMMENDATIONS

In 1990, Consumers Union called for making schools ad-free zones, where young people can pursue learning without commercial influences and pressures. We also called for higher standards for all promotions targeted to children, whether in the school or not. And we urged schools, teachers, and parents to actively educate children about the nature of commercial messages directed at them and build their ability to resist commercial pressures. The need to control the burgeoning phenomenon of in-school marketing is now even more urgent.

We therefore call on business leaders, educators, parents, and government to work together to embrace practical, responsible approaches that will protect the educational integrity of our school systems. Specifically, we recommend:

The corporate sector, including industry associations and other special interest groups, should:

- Acknowledge and respect that schools are not a marketplace for products, corporate images, or self-serving viewpoints, and declare that all forms of advertising in classrooms, from couponing and sampling to commercial SEMs and contests, are inappropriate and not an acceptable way of marketing to kids.
- Recognize that schools are under-financed and can benefit from the financial and other resources of the business community; and assist schools with programs whose objectives are empowering and educating youth, not selling to them.
- Publicly support proper funding of schools to eliminate their reliance on corporate sponsorship and advertising revenues.

The education community should:

- Support the idea that schools should be ad-free zones, and that classrooms should not be purveyors of commercial messages or influences.
- Adopt SOCAP or IOCU guidelines, and require sponsored programs and materials to undergo the same review procedures and meet the same standards as other curriculum materials.
- Reject the idea that allowing advertising in the school is an ethical way to acquire materials or finance education. Identify and pursue noncommercial partnerships with business.
- Educate children about the nature of propaganda and commercial messages by teaching consumer and media literacy, helping kids to analyze ads, demythologize products, evaluate sources of information, and clarify alternatives in the marketplace. This should begin in the elementary grades.

Parents should:

- Support the adoption and enforcement of SOCAP or IOCU guidelines to keep commercial sponsored programs out of the classroom.
- Teach children to evaluate commercial content in all of the materials they receive, including those in the schools. Regularly discuss purchasing and money-management decisions with children, and analyze advertising with them.
- Address the larger problem of the underfunding of our schools.

Government should:

- Ensure proper funding of schools to diminish their reliance on corporate sponsorship and advertising revenues.
- Eliminate tax benefits for corporate contributions to schools that carry a commercial message.
- Insist that corporations pay their fair share of school funding.

Guidelines for Evaluating Educational Materials from SOCAP and IOCU

SOCAP Guidelines

Consumer education and information materials should meet the following minimum standards:

Accuracy. Statements are consistent with established fact or with prevailing expert opinion on the subject. Information is easily verifiable. Information is current at the time the material is produced, and can be expected to remain current throughout the time the sponsor distributes it.

Objectivity. Points of view are fairly presented. If the subject is controversial, arguments are balanced. Any sponsor bias is clearly stated and references to differing views are made.

Completeness. The materials contain all relevant information and do not deceive or mislead by omission.

Language. Materials are both interesting and understandable. Word choice, organization and sentence length are suited to the primary target audience. Technical terms are used sparingly and are fully defined.

Non-discrimination. The text and illustrations are free of any content that could be considered derogatory toward a particular group; for example, an ethnic group, an age group, a race, or sex. The diversity of our population should be recognized.

Non-commercial. The name or logo of the business sponsor is used to identify the source of the materials and, if applicable, to provide contacts for further information. Text and illustrations do not contain any of the sponsor's brand names, trademarks, related trade names, or corporate identification. The sponsor's legal copyright notice is used to designate ownership of presentation and date of production or revision. When appropriate, permission to reprint for nonprofit educational purposes should be noted.

IOCU Code of Good Practice for Controlling Business Sponsored Educational Materials Used in Schools

All Business Sponsored Educational Materials (BSEM) should adhere to these minimum standards:

Accuracy. Statements must be consistent with established facts or accepted expert opinions on the subject. Information must be appropriately referenced so that it can be easily verified.

Objectivity. All major or relevant points of view are fairly presented. If the subject is controversial, arguments in favor must be balanced by arguments against. The sponsor bias must be clearly stated, and references to opposing views must be made.

Completeness. The materials contain all relevant information and do not deceive or mislead by omission nor by commission.

Non-discriminatory. The text and illustrations are free of any references or characterizations that could be considered derogatory or stereotype a particular group; for example, an ethnic group, an age group, a race, or a sex.

Non-commercial. Sponsored material specifically designed for educational use should be clearly designated as such. Under no circumstances should promotional material be presented as 'educational.' Text and illustrations must not contain any of the sponsor's brand names, trademarks, related trade names, or corporate identification. Corporate identification, however, should be stated clearly and in a prominent place (for example, the front or back cover of publications or in the titles of videos or teaching packs). Such corporate identification should be used in these positions only to identify the sponsor with the material and to provide contacts for further information. No implied or explicit sales message, exhortation to buy a product or service, merchandising slogan or other attempts to influence the purchasing decisions of pupils, or their families, should be included. The sponsor may use the legal copyright notice to designate ownership of presentation and date of publication of BSEM.

Evaluative. The materials should encourage awareness among pupils about the subject as well as encourage cognitive evaluation of the said subject.

Distribution. No unsolicited BSEM should be distributed or direct-mailed to pupils or teachers.

Listed by category in alphabetical order, the evaluations of educational materials and programs by CU staff on the next pages were based on SOCAP/IOCU guidelines (see page 42). In particular we judged the materials on accuracy, objectivity, completeness, and non-commercialism.

We used these criteria to judge level of commercialism:

Not Commercial:
No corporate logos on student components (but may appear on copyright lines and in video credits). Sponsor's products, services, or types of products or services not mentioned.

Low Commercialism:
Discreet logos used for identification purposes on components. Sponsor's name may be associated with materials or program, but its products or services not pushed or even mentioned.

Commercial:
One or more of the following done:
Sponsor's logo/name/product used for promotional purposes.
Sponsor's product or services or types of products and services extolled.
Sponsor's products or services offered as prizes.
Kids participation in program used for promotional purposes.

Highly Commercial:
Materials or program basically an ad for sponsor's product or service, or an obvious publicity ploy.

SEMS: ECOLOGY/ENERGY/ENVIRONMENT/PLUS			
SPONSOR	**TITLE (GRADE) OBJECTIVES**	**COMPONENTS**	**EVALUATION**
ECOLOGY/ ENERGY/ ENVIRONMENT			
American Coal Foundation	***Power From Coal*** (Gr. 7-9): "To help your class learn more about America's most abundant energy source— coal."	• 8 pg TG • 20 pg student booklets with activity pages	Commercial and incomplete with some inaccuracies and strong bias toward coal. Promotes the use of coal and teaches that coal is an abundant and inexpensive energy source with few problems. Downplays the negative effects of CO_2 emissions and contribution to global warming and suggests that perhaps "the earth could benefit rather than be harmed from increased carbon dioxide..."
American Forest Foundation	***Project Learning Tree*** (Gr. K-8): "To help kids learn how to think about complex local and global environmental issues."	• 416 pg TG w/reproducible activity masters • Folder about program	Not commercial and generally objective (some bias toward managed forestry). Around for more than 20 years, program makes clear that trees, forests, and forest products are important, but doesn't hype the forest industry. Some of its decision-making activities stack the deck in favor of managed forestry as a land-use option, implying that people can have it all— resources (lumber), jobs, land for recreation, and wildlife habitat, but basically unbiased.
American Gas Association with National Energy Foundation Bound into *Science Scope* (1/94)	***Natural Gas and the Environment*** (All grades): To help students understand why "of the three fossil fuels, natural gas may be considered the ideal fuel."	Poster kit with • 8 pg TG • 5 reproducible activity masters Supplement to article in *Science Scope*	Commercial and incomplete with strong bias toward natural gas. Basically an ad for natural gas, touting it as the energy source of choice for safety and environmental reasons without mentioning non-fossil fuel alternatives, offering any serious discussion of its drawbacks, or suggesting the need to reduce energy demands.
Aseptic Packaging Council Poster developed by Scholastic Inc.; book cover by Cover Concepts	***Waste Wise*** (All grades): To provide students with the tools they need to explore solid-waste management options.	• Brochure • Poster • Decals • Book covers • 44 pg TG with 5 reproducible activity masters	Commercial, inaccurate, and incomplete with strong bias toward drink boxes. Promotes drink boxes as a desirable form of packaging. Erroneously implies that drink boxes are compostable and easily recycled without mentioning that most communities don't have recycling programs to handle them.
California's Fresh Grape Farmers (California Table Grape Commission)	***Project Environment Poster and Essay Contest Kit*** (Gr. 4-6): To encourage students "to depict in an essay or poster how they can be part of the solution to protecting the environment by conserving the earth's resources."	• Letter to Food Service Director • Contest posters • 4 pg TG • Camera-ready artwork • Conservation guide • Reproducible informational sheets, contest rules, entry form • Grape recipes	Low-commercialism but incomplete with bias toward grape farming. Teaches that nature is everywhere — but doesn't point out that people's use of the land can foul or unalterably change the natural habitat, displacing and/or killing off many plants and animals. Includes two recipes that call for "California seedless grapes." Sponsor's logo and name placed discreetly on all materials.
DuPont Company	***Less Is More — Learning About Source Reduction*** (MS): To explore how better package design could reduce the solid waste problem.	Poster kit with • 4 pg TG • Student activity handout idea	Objective. Not commercial. Stresses the two main conservation "R's"—reduce and repair. The DuPont logo appears on the teaching guide but not the poster; it doesn't push DuPont products.
Exxon Education Foundation with National Science Teachers Association (NSTA)	***Exxon Energy Cube*** (MS/HS): "To help students better understand the scientific principles underlying real-world energy choices and the social implications of those choices."	Boxed kit with • 9 video programs • 24 student activities • 16 research assignments • 170 data files • 4 posters • Simulation game • 374 pg TG and cross-reference index	Low commercialism but incomplete, with some inaccuracies and bias toward views of fossil fuel industry. Presents assertions and viewpoints as facts. Glosses over potential problem areas, and as such implies there are completely effective methods of dealing with oil spills and strip-mining. Statements of facts are overly general, at times superficial, (fossil fuels referred to as "stored solar energy") and the focus of the program is unclear. Exxon's logo discreetly displayed on all materials; its products are not pushed.

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SEMS: ECOLOGY/ENERGY/ENVIRONMENT/PLUS			
SPONSOR	TITLE (GRADE) OBJECTIVES	COMPONENTS	EVALUATION
McDonald's Developed by Conservation International	***The Rain Forest Imperative*** (Gr. 6-12): "Presents the reasons for deforestation and the many issues complicating its solution."	• Video • 14 pg TG Also available from McDonald's: *Save the Rain Forest* poster which was produced jointly with World Wildlife Fund and also disassociates McDonald's from practice of using rain forest beef.	Low commercialism but self-serving. Sponsor's purpose seems to have been to quell perception that it uses rain forest beef. Video is U.S.-centric, blaming local greedy people and governments for deforestation without examining inhabitants' needs to earn a living.
McDonald's with Field Museum of Natural History	***Environmental Action Pack*** (Ages 7-12): "To help students gain an understanding of these [environmental] issues and help them find ways to participate — now and in the future."	• 11 reproducible activity masters • Reproducible certificate • Two 6 pg TGs, one for language arts/social studies and one for life science • Letter to educator	Low commercialism but incomplete with bias toward recycling as answer to solid waste problem. Solid waste lessons emphasize recycling and neglect conservation of resources; when reduction is touched on, reducing the use of throw-away plates and packaging conspicuously absent. McDonald's logo is displayed on all materials, but its products not pushed.
National Energy Foundation with American Gas Association and Natural Gas Vehicle Association Bound into *Science Scope* (11/94)	***Natural Gas Vehicles: The Road to Clean Air*** (Gr. 4-12): "To introduce Natural Gas Vehicles to students."	Poster kit with • 6 pg TG • 2 reproducible activity sheets Supplement to *Science Scope* article	Commercial and incomplete with bias toward NGVs. Basically an ad for natural gas and NGVs. Compares NGVs to traditional vehicles but not to other alternate fuel vehicles. Claims natural gas is safe because it dissipates in cases of leaks— this is untrue, it can and often does explode. Refers to natural gas as "domestic" and all other oil as "foreign."
National Energy Foundation with American Gas Association	***The Science of Flames*** (Gr. 4-6): ". . . intended to generate an interest in the study of flames and to motivate students to do additional investigation and research."	• Poster • 12 pg TG	Commercial, incomplete, and biased. Focus is squarely on uses of natural gas — no mention of fossil fuels, little mention of other energy sources. Title suggests focus will be on fire, instead it's on natural gas. Encourages teachers to contact local gas company for a free, in-class demonstration of gas use. Overall tone is to promote the use of natural gas and/or provide publicity for gas companies.
National Live Stock & Meat Board	***Caretakers All*** (Gr. 3-4): "To help teach third and fourth grade students the principles of good 'caretaking.'"	• 6 over-sized study prints • 12 reproducible activity masters • 32 pg TG • Evaluation form	Commercial and incomplete with bias toward farming and ranching industry. Teaches that farmers and ranchers take good care of environment; whitewashes adverse environmental effects of farming and ranching (water pollution from animal wastes, pesticides, fertilizers, and silt; land desecration; soil erosion; air pollution).
NK Lawn & Garden Developed by Scholastic Inc.	***Lessons to Grow On*** (Gr. K-6): ". . . offers you products and projects which can make science and ecology come alive for every student in the class. . ."	• Poster • 4 pg TG with 4 activities • Parent/child subscription form for gardening newsletter • Catalog with order form	Highly commercial—blatant attempt to get teachers, kids, parents to buy NK seeds. NK seeds suggested for activities; kids used as vehicles to get parents to buy the newsletter.
Northeast Utilities and others Developed by Enterprise for Education* * According to copyright, developer is "solely responsible for the content of its materials" (Northeast Utilities one of several sponsors that makes Enterprise materials available to schools free of charge)	***The Greenhouse Effect and Global Warming*** (MS/HS): To help students "evaluate information about global warming."	• 16 pg student booklet • 8 pg TG w/one reproducible quiz	Not commercial but incomplete with some bias for use of fossil fuels. Acknowledges that fossil fuel use and production are major sources of greenhouse gases, but suggests that global warming may not be a serious problem and may not be occurring. Presents arguments from industry, environmentalists, and the scientific community, but doesn't acknowledge which sector supports which argument; students would have difficulty judging the efficacy of the opposing arguments.

SEMS: ECOLOGY/ENERGY/ENVIRONMENT/PLUS			
SPONSOR	TITLE (GRADE) OBJECTIVES	COMPONENTS	EVALUATION
Polystyrene Packaging Council Endorsed by NSSA	***The Plastics and the Environment Sourcebook*** (Gr. K-12): "To provide school children hands-on experiences with plastics."	32 pg teacher resource book with • Classroom activities • Listing of available curriculum materials	Highly commercial and incomplete with strong bias toward polystyrene packaging. Teaches that plastics are great and easily recycled. Fails to mention that most plastics are not recyclable because the markets aren't there. The disadvantages of plastics and how plastic compares with other packaging materials not covered.
Procter & Gamble	***Planet Patrol*** (Gr. 4-6): To "help students consider the environmental impact of products they use and of decisions they make or influence."	• Poster • 4 reproducible activity masters • Reproducible parent take-home sheet • Overhead visuals • 16 pg TG	Highly commercial and incomplete with strong bias in presenting issues related to its products and packaging. Presents sponsor as environmentally responsible. Teaches that disposable diapers are sound ecologically because they can be composted; omits fact that most landfills don't compost diapers. Ignores concept of reducing waste by reducing consumption. Downy fabric softener pictured in several places on poster.
S.C. Johnson & Son, Inc. with Smithsonian Institute and USEPA Print materials developed by Scholastic Inc.	***Living Planet*** (Gr. 6-12): To sharpen "students understanding of our wondrous 'living planet' and inspire them to accept individual and collective responsibility for its preservation."	• Video • Poster with TG and 3 reproducible masters on back	Basically objective and not commercial. Doesn't plug or picture any S.C. Johnson products and sponsor's name used minimally. Film mainly inspirational, to get across the wonder of our living planet and promote wise use; doesn't bring up issue of preservation.
Steel Can Recycling Institute with American Iron & Steel Institute Developed by Lifetime Learning Systems	***Steel — America's Most Recycled Material*** (Gr. 5-8): "To raise student awareness of the urgent need to recycle all renewable materials and of the benefits of using and conserving steel — one of the most environmentally friendly materials."	• Poster • 5 reproducible activity masters • 4 pg TG folder • Recycling brochure	Highly commercial and incomplete with strong bias toward steel cans. Promotes steel can as a superior way to package foods and other products; omits information on alternative materials and products. Steel can logo on nearly every page of every component.

SEMS: ECOLOGY/ENERGY/ENVIRONMENT/PLUS			
SPONSOR	**TITLE (GRADE) OBJECTIVES**	**COMPONENTS**	**EVALUATION**
ENVIRONMENT PLUS			
Dow Chemical Company Developed by The American Chemical Society	***ChemCom: Chemistry in the Community/ ChemTV*** (HS): "To enhance science literacy through high school chemistry course that emphasizes chemistry's impact on society.	• 222 pg student supplement piece • Video • 103 pg TG	Objective and not commercial. Except for name on cover of materials, Dow is not mentioned nor are chemical products pushed. Teaches that everything is made up of chemicals and students should understand how they work and their impact on their lives and society.
Chlorine Institute Bound into *Science Scope* (1/93)	***Welcome to Building Block City!*** (MS): ". . .looking closer at how one element in particular— chlorine— can help ignite students' interest in building block chemistry."	Poster kit with • 2 reproducible activity masters • 4 pg TG Supplement to *Science Scope* article	Commercial and incomplete with several inaccuracies and strong bias for chlorine compounds. Implies that polyvinyl chlorine and polyester both contain chlorine and are very alike and equally acceptable. Emphasizes the benefits of chlorine compounds but barely acknowledges their effects on safety, health, and environment. Fosters false sense of how safe chlorinated chemicals are. Safety note: As part of an activity, shows putting diluted bleach into a plastic drinking cup, a laboratory "no, no."
Council for Wildlife Conservation & Education, Inc., an affiliate of National Shooting Sports Association (NSSF) and other corporate sponsors	***Wildlife for Tomorrow: The Story of Our Un-Endangered Species*** (MS/HS): ". . . explores the success of the American system of wildlife management in rescuing numbers of wildlife from the brink of extinction and restoring them to healthful and abundant numbers."	• Video • 4 activity sheets • 14 pg TG	Not commercial but biased and incomplete. Places hunters in a good light without exploring other points of view. Uses facts on specific species of wildlife to suggest that the problem of endangered species was caused by habitat destruction and market forces and has now been solved thanks to wildlife groups. Does not define who "wildlife" groups are. Carries overt message that gun clubs are good for the environment, and opponents of hunting are shrill and ill-informed.

SEMS: ECONOMICS, SOCIAL STUDIES, MONEY MANAGEMENT, COMMUNICATIONS			
SPONSOR	**TITLE (GRADE) OBJECTIVES**	**COMPONENTS**	**EVALUATION**
MONEY			
Insurance Education Foundation Developed by Media Options, Inc.	***Choice, Chance, Control: That's Life*** (HS): "To explain the basics of insurance and apply them to everyday situations that students can understand."	Three-ring binder containing • 7 student reproducibles • 35 pg TG (w/glossary) • Video • 8 pg "how-to" guide • Survey • Reply card	Not commercial but incomplete and extremely boosterish for insurance industry. Makes insurers seem extremely logical and reasonable and puts all blame for any problems on consumer. Explains risk in a way that justifies charging people who represent a higher risk more money. Ignores consumer's point of view. Health insurance mentioned, but not covered. No logos on student materials.
Visa in cooperation with U.S. Office of Consumer Affairs and National Consumers League	***Choices & Decisions*** (HS): To help students develop "better financial and consumer skills."	Loose-leaf lesson book containing 12 sections, each section containing • reproducible activity masters • 6 pg TG • overhead worksheets (w/ keys) • Response card • Software (4 discs) • 1 laser disc • Computer-to-laser disc cable • Letter • 4 pg brochure	Low commercialism but incomplete and somewhat biased. While these no-expenses-spared materials address the downside of credit cards and offer helpful financial information, their overall effect is to make kids want a credit card. Saving and paying cash for purchases rather than using credit cards is not offered as an option. However, sponsor's own credit card is not pushed and its logo doesn't appear on student components.
SOCIAL STUDIES/ ECONOMICS			
American Express	***Who Knows?*** (HS): To help "students learn when privacy is a right...and when it is a privilege...and how to protect their privacy."	• Poster • 9 pg TG • 13 pg supplementary TG • 13 pg student reproducibles • 12 overhead transparencies (with keys) • 22 pg TG • Teacher evaluation form	Low commercialism but incomplete. Focuses mainly on privacy issues involving commercial and government records, mailing lists, and telemarketing; broader privacy issues, such as access to medical and adoption records or how government and business can invade privacy, are not raised. Doesn't mention the difficulties of straightening out a credit report or how credit card companies review purchases by their card-users for marketing purposes. Answers to questions generally simplistic. Sponsor's credit card is not pushed and its logo appears minimally.
Pleasant Company	***American Girls Collection: America At School*** (MS): "How has America changed during the last 225 years? In *America At School,* students discover answers to this question by focusing on a world they know - school."	• 162 pg TG • Set of 30 *American Girl* books • Corresponding set of posters • Set of 20 large cards for classroom display • Optional set of dolls (for separate purchase or rental)	Objective, accurate, and unbiased, but highly commercial in that it promotes not only the book series but the doll and doll accessory collection (which are very expensive). While the books are a free component of the program, they each contain ads for the dolls. TG lists the dolls as "optional historical realia" under the program components.
Procter & Gamble Developed by Learning Enrichment, Inc. with cooperation from D'Arcy Masius-Benton & Bowles	***Advertising & the Economy*** (HS): To have students "appreciate advertising's extraordinary powers as they delve into U.S. business history and economics."	• Timeline-poster • 16 reproducible activity sheets (8 pg as part of TG) • 32 pg TG • Evaluation card • Video also available Includes a contest component.	Commercial and biased. Focuses on the benefits of advertising without mentioning its negatives. Touts P&G throughout as an exemplary company and uses P&G products to exemplify main points of discussion. Sponsor's name and logo is used minimally; however, all illustrations of advertisements are of P&G products, creating in essence a book of P&G product ads.
California Beef Council	***Cowboys Then and Now*** (Gr. 6-8): To explore the image, reality and legend of the American cowboy.	• 4-color poster • Student newspapers • 4 reproducible activity masters • 12 pg recipe booklet • Certificates • 8 pg TG • Evaluation card • Video • Audio cassette	Not commercial but biased and incomplete. Content is the standard myth about the American West, glorifying cowboys, their work and lifestyles, without dealing with the downside (hardships of the life, cruelty to animals or other groups of people, etc.). No brand names or company logos are used, but promotes beef eating.

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SEMS: ECONOMICS, SOCIAL STUDIES, MONEY MANAGEMENT, COMMUNICATIONS			
SPONSOR	TITLE (GRADE) OBJECTIVES	COMPONENTS	EVALUATION
Mobil Corp. Developed by Learning Enrichment, Inc.	***Critical Thinking About Critical Issues, Unit 1: Freedom of the Press*** (HS): "To help your students become more reflective about the issues that shape their world."	• 4-color poster • 24 pg booklet of "teaching tips" • 4 pg TG with 2 reproducible activity masters • Dialogue Sheets for students • Folder with letter to educator • Letter to educator • Evaluation card and order form	Biased, incomplete, inaccurate, and somewhat commercial. Hypes free enterprise and market capitalism; advocates no government interference in business. Confuses free enterprise with free speech and press, suggesting that First Amendment guarantees free enterprise. Sponsor's name and logo used minimally on student materials, but teacher tips include a Mobil infomercial.
National Live Stock and Meat Board	***Coming to America*** (Gr. 5): To provide supplementary materials about the Pilgrims, including the value of their food preservation practices.	• 6 oversized study prints w/background information and lesson plans on back • 12 reproducible activity masters • Folder w/4 pg TG • Evaluation form	Low commercialism but some bias. Neither NLMB nor meat-eating is pushed, but food section touts processed foods with no mention of any negatives. Sponsor's logo used minimally.
Procter & Gamble Field tested by NCSS	***Perspectives*** (Gr. 7-12): "To give educators and students a personal glimpse of the parallel growth of our country and its business and industry."	8 study units each with • 6 pg TG • Reproducible activity masters • Overhead transparencies of primary source documents • 8 pg guide to the program	Commercial and biased. While no products are pushed, apparent purpose of materials is to laud P & G's role in American history. P & G's name is on every poster, teaching board, and P & G is the focus of all the material. While looking at American history through one individual's or one company's experiences has merit, the reason here seems self-serving. P & G puts its own spin on thorny issues. The work and prosperity of corporations is everywhere assumed to be a good thing — glosses over labor problems, unemployment, union busting, etc.
COMMUNICATIONS			
AT&T Developed by Scholastic Inc. One of several *AT&T Adventure Club* kits distributed as a supplement to Scholastic's classroom magazines	***It's Groundhog Day*** (Gr. 2) To show "how communications technology can bring together information from many sources to create one big 'picture' that concerns us all."	• Poster with 4 pg TG and 4 reproducible activity masters on back • *Adventure Club* comic book	Commercial, incomplete, and biased. Kit's focus is how we get weather information, but shows only electronic ways of getting it and gives little information about the science of weather forecasting or telecommunications. Promotes telecommunications. AT&T name prominent throughout on poster and activity sheets.
Intel Corporation	***The Journey Inside: The Computer*** (MS) "...designed to increase technology literacy among middle school students and inspire them to learn more about the science behind computers."	• 290 pg TG with 14 black-line masters • Video • Classroom poster • "Chip Kit" including non-functioning Pentium chip, silicon wafer, and batteries	Low commercialism but boosterish for the computer industry. Good explanation of how a computer is put together and how the microprocessor is assembled, as well as how it works. However, discussion is limited to the microprocessors, and all of the people who speak in the video look like Intel engineers (none are identified as such, but their offices are identified as Intel headquarters).
NYNEX Developed by Scholastic Inc.	***Talk, Talk, Talk About Telecommunications*** (presumably MS/JHS): To encourage students "to think about future career options, and how telecommunications is important to their lives."	• 8 pg student comic book • 4 pg TG	Commercial, incomplete, and biased. More an infomercial for NYNEX than a teaching tool. Promotes NYNEX career opportunities and services. No mention of other jobs in telecommunications. Sponsor's logo prominent on covers of both student and teacher materials.
NYNEX Developed by Scholastic Inc.	***KIT! Kids in Touch*** (Gr. 4-6): To "encourage productive communication among students and help students discover important information about telecommunications. . ."	Boxed kit with • Map-poster w/timeline • Student game • Instructional folder for 6 hands-on activities • Reproducible handouts • 83 pg loose-leaf TG • Video • Teacher video	Commercial with a bias towards NYNEX products. Comprehensive in explaining basic telecommunications, but promotes NYNEX engineering and products, most of which have to do with voice data. NYNEX logo appears on most materials.

SEMS: FOOD-RELATED MATERIALS (NUTRITION AND OTHER SUBJECTS)			
Sponsor	**Title (Grade) Objectives**	**Components**	**Evaluation**
American Egg Board	***The Incredible Journey from Hen to Home*** (Gr. 4-6): "A cross-curricular teaching unit"	• Poster/game board • Bookmarks/puzzles • 24 pg teachers' resource guide and activity masters	Highly commercial and incomplete with strong bias toward eggs. Eggs are characterized as "incredible and mighty" and are focus of lessons in the five food groups, food safety, and label-reading. Kids read labels to see who can find most eggs. Puts a positive spin on cholesterol content of eggs and fails to discuss the health problems linked with cholesterol. Egg pictures, words, and jokes cover poster/game board.
Campbell Soup Company	***Prego Thickness Experiment*** (Presumably MS): "To help your students become aware of the many situations in which scientific thinking plays a part."	• Poster with experiment and 4 pg TG on back • Pamphlet • Campbell products nutrition guide	Commercial and biased. Kids are asked to prove Campbell's claim that its sauce is thicker than that of its competitor, Ragu. Purports to use scientific method in testing but doesn't discuss variables or blind testing. These materials are an excuse for Campbell's to show through a test it sets up that its product is thicker (not necessarily better) and to promote its product under the guise of educating kids.
Chef Boyardee/American Home Food Products, Inc.	***Sharks Learning Activity Kit*** (Ages 7-12) Presumably to teach "the story of sharks."	• Informational sheets about sharks • 5 reproducible activity masters • Letter to teacher • Answer keys	Very commercial and incomplete. A thinly - veiled effort to promote Chef Boyardee's "fun-shaped pasta." Information on sharks is encyclopedic yet incomplete. Sponsor's logo on all components.
Clabber Girl /Hulman & Company Bound into *What's New in Economics* (S/O94)	***Bread, Cereal, Rice & Pasta: The Unsung Heroes*** (Presumably MS/HS): To understand the importance of grains in a balanced diet	• Poster • Reproducible activity sheet with TG note and answer key in magazine	Very commercial and incomplete. Superficially covers the food group. Activity sheet gives a recipe for muffins and calls for Clabber Girl baking powder. Poster contains an ad for Clabber Girl as the best baking powder you can use.
Dairy Council of Wisconsin	***Delicious Decisions*** (Gr. K-6): To integrate nutrition into language arts, math, music, social studies and science.	• Poster • 150 4-color food photos • 48 pg TG which includes 13 reproducible activity masters and letter to parents • Evaluation sheet	Low commercialism but with some bias toward milk products and some oversimplifications and omissions (problems with sodium and fat are omitted). Doesn't push milk products but food-choice examples are mostly milk products. Sponsor's name appears only on credit lines.
Del Monte Foods, Inc. Developed by Scholastic Inc.	***Be A Smart Shopper*** (HS): "To help students acquire 'consumer know-how' and become supermarket smart."	Poster kit with • 6 pg TG • 5 student reproducibles • Parent take-home letter	Low commercial and objective but incomplete and boosterish for processed foods. Doesn't explore shopping for or cooking with fresh foods, preserving your own foods, or the differences in nutrition and cost between fresh and canned foods. Sponsor's product appears on poster, but with label and logo hidden.
Dole Food Company, Inc. with the Society for Nutrition Education Developed by Interactive Design & Development, Inc. Designed to support the national 5 A Day for Better Health Program sponsored by the National Cancer Institute and the Produce for Better Health Foundation	***5 A Day Adventures*** (Presumably MS): "To teach and motivate children to learn about fruits and vegetables and the benefits of eating five or more servings a day."	• Letter to teacher • CD-ROM with 6 interactive modules for the students and a teacher support module which includes activity lessons, lyrics to the "5 A Day Top Tunes," a student certificate and logo, and activity masters — all of which can be printed out A booklet in the CD package explains how to use the disk.	Not commercial. Basically complete and objective although sponsor doesn't introduce issue of processed vs. fresh foods. No corporate or product logos on student handouts and no Dole brand names are shown in the interactive modules.
Domino's Pizza with National Council of Teachers of Mathematics	***Encounter Math (Count on Domino's)*** (Gr. K-7): "To help develop your students' mathematical, problem-solving and critical thinking skills."	• 5 reproducible activity masters • Poster • Stickers • Take-home brochure • Booklet of student-created math activities • 6 pg TG • Evaluation sheet Has a contest component.	Highly commercial—an obvious attempt to build brand-name recognition. Activities involve pizza, labeled as Domino's, and playing dominos. The company's logo is on all materials and its name is mentioned often in the materials.

SEMS: FOOD-RELATED MATERIALS (NUTRITION AND OTHER SUBJECTS)			
SPONSOR	TITLE (GRADE) OBJECTIVES	COMPONENTS	EVALUATION
Fleischmann's Yeast/ Specialty Brands, Inc.	***Bread Box*** (Primary): "To discover how bread is made."	• Poster • 8 reproducible activity masters including one with bread recipes • 12 pg TG • 14 pg cafeteria guide for cafeteria managers • Reproducible certificate • Order card	Commercial and incomplete with a bias toward yeast and bread. Although the sponsor's logo appears only on credit lines, the materials promote bread and bread-making and focus on the role of yeast in the process. Gives only superficial nutrition information.
Kellogg's	***Build On Good Nutrition*** (MS/HS): To help students "understand how to build a healthful diet using the Food Guide Pyramid."	• Poster • 1 reproducible activity master • 6 pg TG	Highly commercial, biased, and incomplete. Promotes cereal over other breakfast choices. Poster pictures Kellogg's cereals (Kellogg's Raisin Bran, Corn Flakes, Rice Krispies) and sports a big Kellogg's logo and slogan, "The Best To You Each Morning...from Kellogg's." Slogan and logo also appear on student activity sheet.
Kellogg's Developed by American Health Association	***Eat To The Beat*** (Gr. 3-6): To help kids learn "how to choose healthful foods."	• 9 reproducible activity masters • Activity booklet • 8 pg TG • Evaluation form	Highly commercial, incomplete, and biased toward cereals. Label reading lesson ignores sugars and graphic has "sucrose and other sugars" line cut out. Lists Kellogg's Rice Krispies Treats under snack foods to choose "more often" and gives recipe for making them. Kellogg's logo on cover of student pages.
Kellogg's with American Academy of Pediatrics	***Kids Get Going with Breakfast*** (Gr. 3-4): "To provide children with a fun and interesting way to learn about good breakfast eating habits."	• Poster • 10 pg TG with reproducible activity masters • Booklet for parents	Highly commercial and incomplete with strong bias toward cereals. Teaches that low-fat content is the sole criterion for choosing a breakfast. Pushes cereals as the low-fat breakfast of choice ("...cereals [even the sweet ones] are low in fat. Go ahead and enjoy them!"). Omits discussion of calories, carbohydrates, or sugar content. Shows Kellogg's Rice Krispies prominently in poster and on activity sheets.
Mars, Inc./Team SNICKERS with World Cup Soccer Developed by Scholastic Inc.	***100% Smart Energy To Go*** (Gr. 1-3, 4-6): To help "students make the connection between food and fitness."	• Poster • Activity booklets • Color brochure • "Story of chocolate" brochure • 8 pg TG with reproducible activity and informational masters	Incomplete, biased, and commercial. Doesn't make clear that candy should be eaten only occasionally. Lists candy as one of the foods that can be relied on for energy. Links "100% Smart Energy To Go" title with Team SNICKERS, thereby suggesting that eating SNICKERS is a good way to get quick energy that will keep you "kicking all day long." Team SNICKERS logo on all materials.
McDonald's with Society for Nutrition Education Linked to sponsor's public service TV spots on nutrition	***What's On Your Plate?*** (Gr. K-5): "To extend the educational value of the Saturday morning clay-animated series [of public service announcements]	• Video of PSA's • Poster with TG on back • 6 pg activity handout for kids	Low-commercialism, but incomplete and somewhat biased. No McDonald's foods (or even types of foods) are shown. However, in discussion of food choices, warns kids away from sweets and high-fat foods, but doesn't list hamburgers and fries as high-fat foods. McDonald's name and logo on all components.
Nabisco Biscuit Company Developed by Scholastic Inc.	***Snacking Advantage*** (MS/HS): "To learn the skills to turn nutrition know-how into smart snacking choices."	Poster kit with • 2 pg TG • 4 reproducible activity masters Supplement to Scholastic magazines	Low-commercialism but incomplete and somewhat biased. Doesn't push or picture any Nabisco products, but in discussing which foods have saturated fats, fails to mention that many cookies and baked products do. Company logo placed discreetly on activity sheets and poster.
National Honey Board	***What's Buzzin'*** (Ages 9-12): To help students "gain an appreciation for the need to cooperate" and "learn the roles of honeybees."	• Poster • 7 reproducible activity masters • Honey recipes • 4 pg TG • News releases • Order forms • Clip and border art (Video also available for $15.)	Highly commercial with strong bias toward honey. Basically an "all-the-reasons-why-you-should-love-honey" kit. The honey logo appears prominently on all materials. The poster's only message: "Honey, I love you." Kit is trying to get kids to eat honey.

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SEMS: FOOD-RELATED MATERIALS (NUTRITION AND OTHER SUBJECTS)			
SPONSOR	TITLE (GRADE) OBJECTIVES	COMPONENTS	EVALUATION
National Live Stock and Meat Board	***Digging for Data*** (Gr. 6) "To help you teach science according to the Science-Technology-Society standards and philosophy and to demonstrate the methods of scientific inquiry to your students."	• Video • 6 reproducible activity masters • 3 reference sheets • 6 pg TG • Post-test • Evaluation form	Commercial with strong bias toward food technology and meat; incomplete, inaccurate, and bizarre. Program focuses on the benefits of processed foods without any discussion of negative concerns and concludes that advances in the field of food technology have made people taller. Asks "Why were the settlers shorter than Early Archaic Native American people?" and then manipulates data to suggest that the answer is they didn't eat enough meat. Genetics as a factor in determining height given only a mention. Vegetarianism as a dietary option ignored. Suggests being short is bad and thus has an implied bias against short people. Only one African-American child shown, and he promotes the "wild" idea that digging up bones is bad to a team of archaeologists.
National Live Stock and Meat Board	***Munchsters Talk About Food*** (Preschool): To provide "opportunities for developing the language skills of young children as well as introducing them to new foods and the importance of developing good eating habits."	• 5 posters with activity suggestions on back • 2 reproducible activity masters (for teacher or parent to complete with child) • Poster for parents • 5 reproducible information sheets for parents • Reproducible letter to parents • Oversized folder with teaching guide on inside covers • Materials evaluation form	Highly commercial with a strong bias toward meat and dairy products. Posters picture meat dishes more prominently than other foods, so the visual message is "eat meat."
National Live Stock and Meat Board	***Nutrition, Food, and Culture*** (MS): To help students in the middle grades "understand the principles of nutrition, using the diets and food habits of people around the world as examples."	• 10 oversized study prints with TG • 13 reproducible activity masters • Oversized folder with teaching guide on inside covers • 10 reproducible reference sheets (w/recipes) • Materials evaluation form • Nutrition pyramid poster	Highly commercial and incomplete with some inaccuracies and strong bias toward beef and U.S. ranchers. Lessons on nutrition don't cover health problems associated with fat or cholesterol. Lessons on other cultures (Japan, Korea, Nepal, Kenya, Mexico, etc.) overemphasize the importance of meat (cattle, hogs, even yaks) in each country's diet.
National Potato Board with the Snack Food Assoc. Developed by Lifetime Learning Systems	***Count Your Chips*** (Gr. 2-4): "To . . .strengthen skills in computation, problem solving, conducting research, and creative writing."	• Poster (calendar) • 6 pg TG with reproducible activity masters response card	Commercial, inaccurate, and incomplete with bias toward potato chips. Marketed as math materials, these are really ads for potato chips. The poster celebrates snack food month and encourages consumption of chips and other high-fat snacks. Gives no nutritional information or warnings that potato chips are high-fat snacks to be eaten in moderation. Materials do not carry any specific brand names or trademarks.
Sugar Association, Inc. Reviewed by National Science Teachers Association (NSTA)	***Sugar Science: Photosynthesis to Food*** (Upper Elem. through MS): Designed to help students "explore photosynthesis, the way plants make food, respiration, the way plants use food, the food chain, the way grass becomes a steak..."	Binder with • 3 pg TG • 12 reproducible activity masters • Software	Low commercialism, but with a bias showing how important sugar is. No sponsor's ads or logos (not even a mention) in materials. While all the activities are legitimate educationally, there's no reason particularly to be teaching the importance of sugar in this way unless you happen to be a sugar manufacturer.

SEMS: HEALTH, SAFETY, WELL-BEING			
SPONSOR	**TITLE (GRADE) OBJECTIVES**	**COMPONENTS**	**EVALUATION**
HEALTH, MEDICINE, FITNESS, AND WELL-BEING			
Anheuser-Busch Developed by Lifetime Learning Systems	***Stepping into Adolescence*** (Gr. 6-8): To help students "develop healthy and strong decision making and personal responsibility skills"	• Poster • 4 pg TG • 4 reproducible activity masters • Take-home student brochures • Guidebook order form • Lifetime Learning Systems membership card	Objective and not commercial. No logos or mention of company on worksheets or poster. Seems to be legitimate effort to alert kids to the dangers of drinking. However, one can question the wisdom of allowing a beer-maker's name into the classroom.
Colonial Developed by Mazer Corp.	***Colonial Iron Kids Path to Health & Fitness*** (Gr. 3-6): "To help students understand the importance of physical fitness and the vital link between physical fitness and mental well-being."	• Poster game •10 reproducible activity and information masters • 14 pg TG • Evaluation form • Membership applications	Very commercial, incomplete, and biased toward bread. Promotes the eating of bread and pushes enriched white bread as a good health choice. Logo prominent on all materials and sponsor's Iron Kids program mentioned by name throughout.
GTE Foundation with cooperation from NASSP Developed by Media Management Services	***Straight Talk About School*** (HS): "To help high school students achieve their personal best."	• Poster • Video • Student magazines • 16 pg TG • Student worksheets • Endorsement letter from NASSP • Order form • Program evaluation	Low-commercialism with no self-serving bias, but not a complete presentation of the career choices available to kids. Presents success only in terms of pursuing professional careers. Doesn't acknowledge that trades can be good career choices for some people. Sponsor's products not pushed; a small GTE logo appears on all materials.
Kellogg's	***Fit to Be a Healthy Me*** (Gr. 3-4): "To improve the knowledge, attitudes and behaviors of third and fourth graders in the areas of nutrition and fitness."	• Poster • Brochure • 8 pg TG with reproducible activity masters • Stickers	Objective and not commercial. Is somewhat superficial but is meant to be motivational. Company logo only in copyright lines and not on activity pages.
McDonald's Developed by Bank Street College of Education	***Balancing Your Act*** (Gr. 4-8): To help kids "learn how to practice good eating and fitness habits..."	• Video • 4 pg TG with 4 separate reproducible activity masters	Objective and not commercial. Doesn't push McDonald's or its foods. Only mention of McDonald's is in the credit at the end of the film.
McDonald's Endorsed by President's Council on Physical Fitness & Sports	***Healthy Growing Up*** (Gr. K-3): To help children "develop healthy practices and attitudes that will stay with them for a lifetime."	Boxed kit with module for each grade level containing • Poster • 59 pg TG • 8 pg booklet with 2 posters • 20 reproducible activity masters • Reproducible student certificate • 2 reproducible parent letters • Evaluation card	Objective and not commercial. The sponsor doesn't push any of its products or types of products and its name appears only in credit lines and its logo only in a corner of the poster.
MetLife with Metropolitan Life Foundation	***Triggering Positive Health Choices*** (MS/JHS): "To contribute toward enhancing young adolescents' skills in making decisions about their health."	• Video with 6 programs • 16 pg TG • Booklet • Evaluation card	Objective and not commercial. Doesn't push or mention insurance; sponsor's name and logo only on front of TG and in video credits.

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SEMS: HEALTH, SAFETY, WELL-BEING			
SPONSOR	**TITLE (GRADE) OBJECTIVES**	**COMPONENTS**	**EVALUATION**
Michael Jordan Foundation Education Club w/Sara Lee, Discover Card, Target Sportswear, American Airlines, Gatorade, the Chicago Bulls Developed by Scholastic Inc.	***Michael Jordan Foundation Club*** (Gr. 6): "To inspire sixth grade students to strive for their personal best by setting and meeting goals for themselves in three areas: academics, attendance, and community service."	Poster kit with • 12 pg TG with classroom activities • Goal progress chart • Club membership certificate Has a contest component (see page 60).	Objective but commercial. Sponsors' products pushed in math activities. Small logos appear on all materials. Sponsors are getting mileage out of their association with Jordan - materials take a flattering tone to Jordan, and thus to their products by association.
Sears Optical Developed by Lifetime Learning Systems	***The Eyes Have It*** (Gr. 3-5): To encourage students "to start thinking about the importance of eye health..."	Folder with • 3 pg TG • Poster • Booklet for teacher • Booklet for parents • Membership card • Contest information, coupon Note: Contest invitation and special eye exam coupon has expired.	Highly commercial. All materials promote getting an eye check up at Sears Optical. Sears Optical name prominent on poster and student activity masters.
Upjohn Corporation with Delta Education Inc., NSTA, Apple Computer, WGBH, Boston, and BBC-TV Bound into *Science and Children* (9/93) to coincide with a PBS series of same name.	***The Secret of Life*** (MS): To introduce "students to some basic concepts of genetics."	Poster kit with • 4 reproducible activity masters • 6 pg TG • 3 pg teacher contest Supplement to article in *Science and Children*.	Objective and not commercial. No attempt to promote sponsors' products or points of view. Sponsors' names only appear at bottom of poster and in TG not on activity sheets.
SAFETY			
Gas Appliance Manufacturer's Association Endorsed by Consumer Product Safety Council	***Daredevil's/Sparky's Lifesaving Lessons About Flammable Liquids*** (Gr. K-3, 4-8): To "help your students recognize what flammable liquids are, why they are dangerous, and how to use and store them properly."	Binder with two modules, one for each age group and each containing • 10 pg TG with 5 reproducible activity masters • 2-sided poster • Booklet for students • Stickers • Evaluation card • Order card	Low commercialism but somewhat incomplete. Deals only with flammable liquids that you might find under the kitchen sink. Does not warn kids about flammable liquids (gasoline, kerosene, etc.) and flammable gases (propane) in tanks, gas lines, and or gas appliances and heaters. Gas appliances not pushed although a small GAMA logo appears on all materials.
National Energy Foundation with Edison Electric Institute	***Safety Watcher*** (Elem.): "To educate children in electrical safety."	Poster kit with • 6 pg TG • Certificate • 2 reproducible activity masters • Coloring poster	Objective and not commercial. Sponsor's name appears only on copyright lines. Electrical products (or the use of electricity) is not pushed or extolled.

SEMS: HEALTH, SAFETY, WELL-BEING			
SPONSOR	TITLE (GRADE) OBJECTIVES	COMPONENTS	EVALUATION
State Farm Insurance Companies Endorsed by NAESP, ASCA Video developed by Media Options, Inc.	***Inside/Out*** (Gr. K-6): "To explore...the internal and external factors that influence our health."	Binder with • Video • 32 pg TG • 21 reproducible activity masters • Sheet music • Poster • Evaluation card	Objective although some of the nutrition label information out of date. Low commercialism. Doesn't advocate or even mention buying insurance; a small company logo appears on all materials. Covers a wide range of topics, but each is dealt with rather randomly.
State Farm Insurance Companies Endorsed by CUSEC, NAESP, NCCEM Video developed by Media Options, Inc.	***Movers & Shakers*** (Gr. K-12): "To help educators integrate information about earthquakes and earthquake preparedness into a wide range of subject areas."	Binder with • Video • 56 pg TG • 24 reproducible activity masters • Poster • Evaluation card	Objective. Low commercialism. No mention of insurance; sponsor's logo appears on the corners of all materials.
State Farm Insurance Companies Endorsed by NAESP, IAFF Video developed by Media Options, Inc.	***Smoke Detectives*** (Gr. K-6): "To provide information about fire prevention and safety."	Binder with • Video • 37 pg TG • 20 reproducible activity masters • Sheet music • Poster • Evaluation card	Objective. Low commercialism. Does not advocate or even mention buying insurance, company logo appears on all materials.

SEMS: PRODUCTS ACROSS THE CURRICULUM			
SPONSOR	**TITLE (GRADE) OBJECTIVES**	**COMPONENTS**	**EVALUATION**
Armor All Developed by Modern Talking Pictures Services	***Looking Good*** (Gr. 6-12): To learn how to "properly maintain a car's appearance."	• 6 pg TG • Quiz • Product samples • Order card Video also available.	Highly commercial, biased, incomplete, and inaccurate. Equates car care with kid's self image. Misleading information about car care (overstates need for constant cleaning, suggests using newspaper for cleaning [too coarse] or paper towels [wastes paper]). Promotes its corporate image and specifically names Armor All products to use. Includes product samples.
BIC Corp. Developed by Lifetime Learning Systems	***Quality Comes in Writing*** (Gr. 4-6): "To help students improve their quality of writing."	• Poster • 4 reproducible activity masters • 4 pg TG • Parent-child booklets • Evaluation card	Commercial and incomplete. Program is not serious writing program but rather an opportunity for BIC to get its logo in front of school kids. Gives few writing tips and doesn't cover any part of the writing process in depth. BIC logo prominently displayed on all materials. Pens that look like BIC pens shown as art in all materials. BIC plugs itself in messages to teacher and parents.
BIC Corp. Developed by Lifetime Learning Systems	***Getting on the Right Wavelength*** (Gr. 11-12): "To help your students learn to 'talk' on paper."	• Poster • Parent-child booklets • 4 reproducible activity masters • 4 pg TG • Evaluation card	Commercial and incomplete. More meaningful activities, but again, promotional for BIC although not as intrusive.
Fuji Photo Film Developed by Scholastic Inc.	***Photo Pals*** (MS): To help kids "appreciate the differences and similarities among all human beings."	• Poster • Decals • 8 pg TG • 4 pg parent handout w/coupons (all but one for $1 or more)	Highly commercial. Thrust of program is to get kids to take photos with Fuji cameras and film. Program supplies a free camera (with film) for the classroom, so no purchase needs to be made, but the promotion of Fuji products is pervasive. Fuji Film is mentioned dozens of times and kit is full of Fuji coupons.
Hartz Mountain Corporation in cooperation with Pet Care Trust	***Pet Pals*** (Gr. K-3): "To help your students learn to appreciate, respect, and enjoy pets — and to begin to understand the responsibilities of pet ownership."	• Poster • 8 reproducible activity masters • 6 pg TG • Teacher questionnaire • Refund offer for gerbil cage	Highly commercial, biased, and incomplete. Contrary to what sponsor promises, content is not comprehensive. Emphasis is on taking care of pets by using pet care products, including rawhide bones, vitamins, shampoos, etc. Hartz logo is apparent throughout.
Hoover Company	***Clean Living: A Lifestyle Skills Unit for Home Economics/ Consumer Education Classes*** (HS): To teach "important daily living skills, such as managing a household, budgeting, home decorating, and efficient home care."	• Poster • 5 reproducible activity masters • 8 pg TG • Letter to teacher • Evaluation card • Miscellaneous pamphlets	Highly commercial, biased, and incomplete. Presented as a set of activities for life skills classes, lessons cover such things as "the clean machines," a lesson on choosing a vacuum cleaner. The worksheet accompanying this lesson is a survey sheet for cleaners, with the information on the Hoover model already filled in (and it rates well). One long commercial.
Polaroid	***Polaroid Education Program: "Polaroid Real Science"*** (K-12): "To enjoy science by composing Polaroid photographs to illustrate science concepts."	• Poster • Several TGs ranging from 10 to 56 pg • 24 pg handbook w/learning activities • 8 pg newsletter • 5 activity brochures	Highly commercial and incomplete. Science content is minimal. Consists of a class poster to which students are asked to attach Polaroid photos to illustrate "real-life" science concepts. Other cameras could be used, but Polaroid use is not only encouraged but in effect required.

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SPONSORED CONTESTS				
SPONSOR	TITLE /TYPE	DESCRIPTION	PRIZES/INCENTIVES	EVALUATION
Alliance for Young Artists & Writers* Developed by Scholastic Inc. *A not-for-profit group sponsored by Alex. Brown & Sons, Inc., Binney & Smith, The Cooper Union Center for Design & Typography, Goldman, Sachs & Co., The Hallmark Corporate Foundation, The John F. Kennedy Center for the Performing Arts, *The New York Times* Community Affairs Department, The M.R. Robinson Fund, Scholastic Inc., and Strathmore Paper Company	*Scholastic Art & Writing Awards* *Alliance for Young Artists & Writers* ART & WRITING MULTIMEDIA CONTEST	An annual event open to all U.S. and Canadian students in grades 7-12. Kids create original artwork or writing in about 2 dozen categories. High school seniors may submit a portfolio of their work. Approximately 250,000 entries are received each year.	Various prizes in Junior and Senior Divisions, including $5,000 college scholarships.	Not commercial. Sponsors are named but no products are pushed.
Almond Board of California Developed by Scholastic Inc.	*Almond Angel Awards Contest* WRITING/ IDEA CONTEST	A national contest for students in grades K-9. Students are asked to write a "little idea that can make the world a lot better" in one page or less. A drawing of the idea is encouraged, but not required.	10 winners (5 in grades K-4; 5 in grades 5-9) with one adult each to be flown to Washington, D.C. in the spring of 1995, where a Grand Prize idea will be chosen. Grand Prize Winner gets a $1,000 savings bond; winner and his/her teacher each get a computer. Grand Prize winner's school receives $500. Other first-place winners each receive a $500 savings bond. All 10 winners and their teachers receive a learning software library. Each participating classroom receives California Almond Snack Packs. The Almond Board will donate up to $100,000 to make the Grand Prize Winner's idea come true.	Commercial. The sponsor's product is part of the title and is identified with the contest. Sponsor's product is also involved with the prizes. The Almond Board logo appears on the poster and the letter to the family and the Board takes several opportunities to push the eating of almonds. In the letter to the family, which spells out the contest rules, the Almond Board explains, "We're not looking for a complex answer to a world problem — just a little idea that can add a lot to our lives. Just like little almonds add a lot to the foods we enjoy every day." In addition, the Board offers some "little ideas" for some nutritious snacks — and, not surprisingly, each includes almonds.

SPONSORED CONTESTS				
SPONSOR	TITLE /TYPE	DESCRIPTION	PRIZES/INCENTIVES	EVALUATION
American Express	***Our Earth Didn't Come With Instructions (Fortunately That's Half The Fun)*** GEOGRAPHY CONTEST	Annual contest for grades 6-12 in which individual students or student groups examine a geographic issue or problem of their choice concerning travel and trade, cultural diversity, or the environment. Using maps, surveys, interviews, charts, and graphs, they collect and analyze data, draw conclusions, and submit their completed project.	"First, Second, and Third Prize projects get $7,500, $5,000, and $2,500 respectively. The winners and three National Finalists from each category also win a *Goode's World Atlas* compliments of Rand McNally."	Low commercialism. American Express does not push its card or travel services. Entries not part of any publicity campaign, and prizes are checks from American Express. One category of contest is "Travel & Trade," where contest rules suggest that "Projects in this Category look at how travel and trade influence the geography of a place or region—or vice versa. They also can examine how the global market or tourism affects a specific place" but nothing sponsor-specific is mentioned.
AT&T Bell Labs	***Personal Communicator Contest*** SCIENCE/ TECHNOLOGY CONTEST	One-time contest ran in conjunction with a TV program. Targeted audience was 5th- to 10th-graders, but open to all students. Students designed futuristic ways of communicating with each other.	Winning design shown on TV program. Winners' class talked with sponsor's vice president via two-way video link. Second prize was his book.	Commercial. Contest had direct tie-in to TV show, which was, in essence, an infomercial for AT&T. Prizes were books by AT&T scientists and conversations with the same using AT&T technology.
BIC Corporation Developed by Lifetime Learning Systems	***Getting on the Right Wavelength*** WRITING CONTEST	Annual essay-writing contest included as part of a sponsored creative writing program. Open to all 11th- and 12th-graders in the U.S. Students write 200-word essay, "If I Could Have One Wish." Invitation to participate included in BIC's SEM of the same name (see page 56).	Grand prize winner receives laptop computer with word processing software (valued at $3,000); other prizes range from $500 and $100 in cash.	Commercial. Entrants must sign an affidavit allowing their names to be used by the sponsor for publicity purposes. Sponsor's name and logo are not part of the entry form, and product is not directly hyped, but *The Right Wavelength* refers to a larger publicity campaign, which includes a highly commercial SEM.
California Table Grape Commission	***Project Environment Contest*** WRITING AND ART CONTEST	Annual essay and poster contest in which students in grades 4-6 "can express their views on nature." They can "address concepts such as what nature is, where we can find nature, and what we can do to improve our natural environment."	National Grand Prize and four regional first, second, and third place prizes. National Grand Prize is $500 and a mountain bike and helmet; first prize is mountain bike and helmet; second prize is binoculars or dome tent; third prize is a camera or a sleeping bag.	Commercial. Sponsor's name and logo on poster, teacher materials, and student materials. No purchase of products or hyping of products involved with contest, but entrants become part of publicity campaign. Contest seems to promote the eating of grapes.
Delta Air Lines with WGBH, Boston and WQED Communications	***Delta's World Adventure Challenge with Carmen Sandiego*** GEOGRAPHY/ WRITING CONTEST	An international geography essay contest based on the popular PBS TV series *Where in the World is Carmen Sandiego?* Contest challenges students in grades 4-7 to 1) choose and describe something important from their town or city that Carmen's gang might steal (the loot) and how the theft affects the town, 2) choose and describe a city where the loot was taken by Carmen's gang and what happened when the city got the loot, 3) describe how they followed the crooks to the new city (the route) and recovered the loot. Students must create two maps or drawings that help describe the action. Contest ends March 1, 1995.	Prizes for students and teachers: a trip aboard Delta to New York City to see a taping of the TV show; "gift packs" including a savings bond, software, games, toys; grand prize student winner gets trip for four to "any of Delta's worldwide destinations."	Commercial. Sponsor's product involved with prizes. Delta is hyped (as the "official airline for kids") and if entrants are not familiar with the *Carmen Sandiego* TV series they will be lost. Contest obviously good publicity for Delta. The corporate name and logo appear on all materials. Sponsor's contest ad tells teachers they will "receive a travel coupon good for a discounted flight on Delta" when they call to request an entry form for the contest. Promotional value to sponsor of contest high.

SPONSORED CONTESTS				
SPONSOR	TITLE /TYPE	DESCRIPTION	PRIZES/INCENTIVES	EVALUATION
Discover Credit Corp. Developed by Scholastic Inc.	***Your Band, Your Plan Sweepstakes*** BUSINESS/ ECONOMICS CONTEST	Contest open to all kids in grades 9-12, but entry forms can only be obtained from Scholastic magazines. Kids challenged to create a plan or plans for forming and marketing an imaginary musical band.	Contestants can complete one of five plans and be in the running for a $1,000 cash prize plus 100 T-shirt prizes; if they complete all five plans, they're in the running for the grand prize of $1,000 in cash plus $1,000 in gift certificates from their favorite record or stereo store.	Commercial. Student entries become part of publicity campaign. Sponsor's name/logo used for more than title (prominent on all materials promoting contest), though product not hyped. More than small amount of advertising for sponsor on materials.
Discover Credit Corp. Developed by Scholastic Inc.	***Be a Sports Entrepreneur*** BUSINESS/ ECONOMICS CONTEST	Students were asked to plan a sports tournament, decide on the sponsors and resources needed to put it on, and write letters enlisting help from the sponsors. They could work alone or in teams of up to 3 members. Contest information came as an insert in Scholastic's magazine, *Choices* (10/94) and was part of a "real world" teaching unit. Contest rules told students to "list any Scholastic magazines you use in class."	Each member of the winning team got $1,000. Teachers were eligible to "receive free software," Scholastic magazines, time on Scholastic's on-line computer network, or "$100 worth of books or magazines."	Low commercialism. Sponsor's name used in title of program, not title of contest. Logo not used at all on contest piece, discreetly placed on SEM cover. No product hyped. Entrants work not part of publicity campaign.
Du Pont with General Learning Corporation and National Science Teachers Association (NSTA)	***Du Pont Challenge: Science Essay Awards Program*** SCIENCE/ WRITING CONTEST	Annual contest in which students are challenged "to create an essay describing a significant challenge in science." Wide range of subject areas. Open to all U.S. and Canadian students in grades 7-9 (Junior Division) and 10-12 (Senior Division).	Cash prizes from $1,500 to $50. First-place winners, one parent, and their science teacher are rewarded "with an all-expenses-paid VIP trip to Space Center Houston."	Low commercialism. No mention of sponsor's products on any materials. No use of entries for publicity purposes. Sponsor's logo appears on poster and name is used in more than title.
Duracell with National Science Teachers Association (NSTA)	***Duracell/NSTA Scholarship Competition*** SCIENCE CONTEST	Annual competition for kids in grades 9-12. Kids design and build a battery-powered device that can "educate, entertain, or make life easier in some way," submit an essay, wiring diagram, and photo of their device. They exhibit and demonstrate their devices at NSTA's annual convention. 100 winners each year.	Prizes range from $20,000 to $100 in U.S. Savings Bonds. Sponsoring teachers can win computers, NSTA publications, and Duracell gifts. First- and second-place winners, their families, and their science teachers are Duracell's guests at an awards ceremony.	Commercial. Sponsor's products not involved with prizes, but are required of entries (devices must run on Duracell batteries). Entries are used for publicity purposes—contest rules state that winners must attend awards ceremony in order to receive their savings bonds.
Edison Electric Institute with The Max McGraw Foundation and the National Science Supervisors Association (NSSA)	***Thomas Edison/Max McGraw Scholarship Program*** SCIENCE CONTEST	Annual scholarship contest. "Open to all students in grades 7-12 with an interest in science and/or engineering." Students write proposals of 1,000 words or less about "a completed experiment or a projected idea which would have practical application in the fields of science and/or engineering."	Prizes include $6,000 and $3,000 scholarships, trips to Chicago for the final judging, and awards of $1,500-$750.	Not commercial. No corporate sponsor or product identified, no hidden promotions for energy community involved.
General Motors Developed by Lifetime Learning Systems	***"Baseball, Me, My Family & Friends" Student Essay Contest*** WRITING CONTEST	One-time contest open to students in grades 5-7. Kids were asked to "write a story, poem, or essay (200 words or less) telling what baseball means to you, your family and friends."	Regional prizes included a $1,000 savings bond. Contestants also got "the chance to win one of two college scholarship contributions from General Motors worth $10,000 at maturity."	Low commercialism. No product needed to participate. GM logo on some materials, but no GM product mentioned. Did promote PBS special which was sponsored by GM, but didn't promote PBS. Contest was a tie-in with sponsor's 9-part PBS series about baseball.

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SPONSORED CONTESTS				
SPONSOR	TITLE /TYPE	DESCRIPTION	PRIZES/INCENTIVES	EVALUATION
Greater New York Savings Bank (The)	*"Draw Your Dream" Contest* ART CONTEST	Open to "New York school children who are learning about the value of money and [long-term] saving." Each child draws a picture that completes the statement, "If I save a lot today, in the future I could..." Currently, 1,000 students in 22 schools in the New York City area participate. Part of SEM program "Kid's Bank."	Winners receive a $50 deposit into their "Kids' Bank" account; semi-finalists receive a $25 deposit. All participating students receive a $1 "Kids' Bank" account at the bank and their entries "will be displayed in local branches" of the bank."	Commercial. Product is involved with prizes. Sponsor's SEM is promoted. Entries displayed in bank branches. Contest seems to have been designed to get kids (and their parents and teachers) into branches of The Greater New York Savings Bank and to encourage kids to open (and add to) "Kids' Bank" accounts.
Johnson Controls with the National Energy Foundation and others	*TEAMS (Total Energy Action Management in Schools) Energy Policy* SCIENCE/ ENVIRONMENT CONTEST	Annual school program that encourages 6th-8th graders to explore energy use and efficiency in and around their schools. Students draft actual energy plans for submission to a national contest.	Winners receive cash prizes of up to $5,000 and local and national recognition. This year's grand prize winners receive trips to Japan to serve as youth representatives on the 1995 World Energy Congress Council.	Not commercial. Sponsor's name used in title only. Kids not part of any publicity campaign. Sponsor's product not identified.
Kudos Brand/ Mars, Inc.	*"Dig Into Your Food" Contest* WRITING (Rap, Rhyme, or Song) CONTEST	Annual contest in which students write a "poem, rap, or rhyme on nutrition in 50 words or less."	First prize winner receives a $500 savings bond and his/her school food service operation receives $500 cash. One hundred runners-up will each receive a Kudos Brand t-shirt.	Commercial. Sponsor's trademark prominent on student poster and name is mentioned frequently. Winners must release entries for publicity purposes. Sponsor's product hyped on t-shirt prize.
Michael Jordan Foundation (The) Education Club with Sara Lee, Discover Card, Target, the Chicago Bulls, American Airlines, and Gatorade Developed by Scholastic Inc.	*Michael Jordan Foundation Education Club Contest* ACADEMIC ACHIEVEMENT CONTEST	Originally for Chicago 6th graders, now a national program. Purpose: to inspire students to improve academics, attendance, and community service. Invitation given through SEM program (see page 54).	First prize: a luncheon hosted by Michael Jordan and his family in Chicago.	Low commercialism as contest component, part of a commercial SEM. Tone is laudatory to Jordan, and therefore to the products he sponsors.
National Geographic Society with Amtrak (National Geographic Society is looking for new sponsor beginning with 1995 contest.)	*National Geography Bee* GEOGRAPHY CONTEST	Annual contest for students in grades 4-8 that encourages the study of geography. Students take written and oral tests on both the school and state and national levels.	National prizes: $25,000-$10,000 college scholarships. State prizes: $500 each to schools of top 10 finalists.	Not commercial with qualifications. No sponsor logos or mention of sponsor's products. National Geography Bee has own logo, Amtrak mentioned on cover of materials only (and then only named). Prizes are scholarships with no sponsor involvement. Sponsor is more visible at national finals which are broadcast over PBS.
NYNEX Foundation with NSTA	*NYNEX Science and Technology Awards Program* SCIENCE/ TECHNOLOGY CONTEST	Annual contest open to students in grades 9-12 attending school in New York and New England. "Teams of 2-4 students must propose a solution to a public [community] problem, using science and technology." They write a 10-12 page essay and a one-page abstract telling how they would reduce or eliminate the problem.	Top 36 teams receive prizes from $15,000 per student (first prize) to $3,000 per student; prizes of $3,000 or more awarded over four-year period. Additional prizes: development or implementation of solution with "seed money" from sponsor, internships, and matching scholarships from Rensselaer Polytechnic Institute.	Not commercial with qualifications. Sponsor's name appears as part of contest title, but no products are named or pushed (it is never even noted that NYNEX is a phone company). However, all entries, while remaining the property of the students, can be used by NYNEX and NSTA for promotional purposes.

SPONSORED CONTESTS				
SPONSOR	TITLE /TYPE	DESCRIPTION	PRIZES/INCENTIVES	EVALUATION
Oxy 10/ SmithKline Beecham Developed by Scholastic Inc.	***Oxy 10 $10,000 Scholarship Contest*** MULTIMEDIA CONTEST	An annual program In 1992, gave 9th-12th graders the chance to "tell people of the future what your generation is really all about"; in 1993, contestants predicted the "10 major things that are going to happen in the world by the year 2000." Entries could be written, painted, sung, videotaped, or even sewn into a flag.	Prizes ranged from $10,000 scholarship to copies of *The College Survival Handbook*.	Highly commercial. Requires sending UPC code from Oxy package or postcard with Oxy written on it for entry. Sponsor's name/logo used in more than title; in addition, winners agreed to let sponsor use their names and photos for promotional purposes for five years. Motivation appears to have been to build brand recognition for Oxy 10.
Pizza Hut	***BOOK IT! Bunch Contest*** WRITING CONTEST	Onegoing contest which generated about 12,000 entries from kindergartners to sixth graders nationwide. Students were asked to create a new "reading buddy" to join four existing characters in the sponsor's National BOOK IT! Reading Incentive Program and to write a plot for a new adventure story for them.	Winners' school received $5,000 "to support its library." Teacher of winning class received $2,500 "for personal use." Each student in the winning class received a selection of BOOK IT! Bunch items (rulers, pencils, Frisbees).	Low commercialism. All prizes had BOOK IT! name and logo on them, but no BOOK IT! materials had Pizza Hut logo or name on them.
Playskool Developed by Scholastic Inc.	***Definitely Dinosaurs Contest*** ART CONTEST	One-time contest in which first graders submitted drawings on the subject, "If Dinosaurs Were Alive Today." Invitation inserted in Scholastic classroom magazine for first graders; attracted 48,000 entries.		Highly commercial. Clearly designed to promote Playskool's series of plastic toys called "Definitely Dinosaurs." According to Scholastic, sponsor's objective was "to increase awareness of Playskool's products among readers of Scholastic's magazine for first graders."
Procter & Gamble	***Sell Your School Contest*** BUSINESS/ ECONOMICS CONTEST	A marketing contest open to students in grades 9-12 who work together in teams of "no less than seven and not more than 35 students who attend the same school...to produce an advertisement" about their school, using the "medium which best delivers their message to the target audience." Invitation to participate offered as part of a teaching package on economics that sponsor says shows "how advertising powers the whole economic chain and the jobs in it." (See page 48.)	Prizes given in three advertising categories: print, audio, and video; grand prizes of $500, first prizes of $250, second prizes of $100.	Not commercial with qualifications. The contest piece, taken alone, does not mention sponsor or sponsor's products at all. However, entries can be used for publicity purposes, and entrants are urged (though not required) to use materials from the sponsor's SEM, which is highly commercial. Teacher could use contest alone.
Scripps Howard	***Scripps Howard National Spelling Bee*** SPELLING BEE	Nationwide spelling contest with participants sponsored by their hometown newspapers and the finals in Washington sponsored by S-H. Sponsoring newspapers do not have to be part of the S-H chain.	NSB local prizes were: a Webster's 10th edition dictionary, a Random-House dictionary, a 1993 *World* almanac, and an *Encyclopedia Brittanica*.	Not commercial. Sponsor's name and logo used only as part of title, and does not appear on student materials. S-H mentioned only in a quick blurb that is sent to newspapers interested in sponsoring participants and to educators.

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SPONSORED CONTESTS				
SPONSOR	TITLE /TYPE	DESCRIPTION	PRIZES/INCENTIVES	EVALUATION
Sears Optical Developed by Lifetime Learning Systems	***"The Eyes Have It" Sears Optical Poster Contest*** ART CONTEST	Took place in the 1991-92 school year. Kids were asked to design a poster telling why eyes are important and why we should take care of them. Adjunct of an on-going sponsored eye-care program (see page 54).	Winners received a free pair of eyeglasses. In addition, students received "special eye examination offer."	Highly commercial. Sponsor's product hyped, and entrants must visit Sears to participate. Sponsor's product involved with prizes. Obviously designed to get kids and their families to visit a Sears Optical store. Sponsor's name and logo on all materials. Kids had to submit their posters to a local Sears Optical. Winners had to return to the store to receive their prizes.
Toshiba with National Science Teachers Association (NSTA)	***Toshiba/ NSTA "ExploraVision" Awards Program*** SCIENCE/ TECHNOLOGY CONTEST	Annual contest in which students "select a technology . . . then project what that technology might or could be like 20 years from now." Open to teams of three or four students from all U.S. and Canadian schools, in four grade divisions: K-3, 4-6, 7-9, and 10-12.	First prize: $10,000 for each student; smaller prizes for runners-up. Toshiba equipment to advisors and schools of the 12 finalist teams; first- and second-place teams and their parents, teachers, or advisors win trips to Washington, D.C. for an awards weekend.	Not commercial with qualifications. Sponsor's name appears as part of contest title, but no products are named or pushed. Entrants must allow their entries and their names and photos used for promotional purposes.
United States Patent Model Foundation with KMART, Crayola, Duracell International, Inc., Polaroid Corp., Good Housekeeping, 3M Company, Dow Brands, Inc., Pepsi-Cola Company, Moore Business Forms, Inc.	***Invent America! Patent Search*** SCIENCE CONTEST	Students in grades K-8 "develop a unique idea for an invention and turn that idea from an abstract concept to a completed project." Kids submit drawings and written descriptions of their inventions. Categories include the environment, leisure time, household, special needs, humanitarian, safety, and "Rube Goldberg."	Prizes: $1,000-$200 U.S. Savings Bonds.	Commercial. Sponsors' products hyped, sponsors' name/logo appear frequently. Entrants become part of publicity campaign for sponsors. Purpose of contest is to enhance sponsors' public image; handbook kids get calls sponsors "outstanding companies [that] put kids and education first." Student applications contain endorsements such as "Crayola is *Invent America's* official drawing and coloring sponsor" and the advertising statement "Colors make your invention drawings come alive!"
Westinghouse with Science Service, Inc.	***Westinghouse Science Talent Search*** SCIENCE CONTEST	Annual contest open to all U.S. high school seniors. Entrants submit "a written report on an independent research project."	First prize: $40,000 college scholarship; smaller awards for others.	Not commercial. Sponsor's name appears in contest title, but no products are mentioned or pushed.
ZIPLOC/ Dow Brands	***ZIPLOC National Sandwich Day Contest*** FOOD CONTEST	Annual contest open to students in grades 1-6. Students create original sandwich fillings and name their creations.	Prizes (one per grade) include $50 to $500 savings bonds and free trips to Los Angeles for finalists; winners' schools receive same amount of cash for equipment.	Highly commercial. Sponsor's name and trademarked character incorporated into title and contest logo. Sponsor's product hyped. Entries used in sponsor's promotion. The use of ZIPLOC bags is suggested in sponsor's educational packet. Obviously designed to promote ZIPLOC sandwich bags.

SPONSORED READING INCENTIVE PROGRAMS				
SPONSOR	**TITLE /OBJECTIVE**	**DESCRIPTION**	**PRIZES/INCENTIVES**	**EVALUATION**
Chrysler with AFT, ASCD Developed by Meredith Corporation Linked to reading campaign publicized in *Ladies Home Journal* and other popular magazines	***Chrysler Learning Connection: Read to Discover*** (Gr. K-8): To promote literacy; "Celebrates reading as a source of fact and fun and as an aid to clear thinking and sound decision-making."	This is the second phase of an ongoing program begun by the sponsor in 1992 to promote reading. Program consists of a video, a 4-color poster with TG, and 5 reproducible activity sheets. Students are encouraged to read under different categories, such as reading for facts, reading for fun, reading to aid decision-making, and reading to clarify thinking.	Coupon on take-home letter allows parents to obtain free version of program and enter a drawing for their school to win a $1,000 library grant.	Low commercialism with qualifications. While Chrysler ads appear in the special magazine supplements directed at parents, the classroom components are basically commercial-free. The Chrysler Learning Connection logo occurs discreetly on activity sheets and other components, but there is no mention of cars or Chrysler in the text.
McDonald's with American Library Association Developed by Scholastic Inc.	***All-American Reading Challenge*** (Gr. 3-7): Program aims to "encourage and reward children who book some time together with their parents, siblings, grandparents, or other family members "by being 'a springboard' for encouraging kids to read over the summer."	Students are given sheets with three coupons each for McDonald's food. The coupons become valid when they have read ten books and is signed by a parent or guardian. Back of sheet encourages students and families to read, make projects like bookmarks, and watch television shows that jibe with the program.	Free "All-American Meal" from McDonald's for every ten books students read.	Highly commercial. Basically an advertisement for McDonald's and to a much lesser extent, Scholastic. Students get to use the free meal coupons for every ten books they read and are encouraged to ask for more coupons when they use up the initial three they receive. Reader aids (such as TV shows) are all produced by either McDonald's or Scholastic, and are advertised on the back of the student piece.
Minute Maid/ Coca-Cola Developed by Scholastic Inc.	***Minute Maid Summer Reading Program*** (Gr. 1-6): A one-time program designed to "encourage children to read a book a week during their summer vacation."	Invitations to participate sent to teachers via Scholastic magazines.	Kids got certificates of achievement and book covers for reading eight books.	Highly commercial. Promoted Minute Maid products. Students in participating classes received "cents-off coupons for Minute Maid products." Developer claims sponsor's purpose was to increase its support of, and connection with, Reading is Fundamental (RIF). Sponsor donated ten cents to RIF for every coupon children redeemed.
Pizza Hut	***BOOK IT! National Reading Incentive Program*** (Gr. K-6): "Designed to motivate children to read with a combination of three powerful incentives - praise, recognition, and pizza."	Invitations to participate come through teachers.	Teachers set monthly reading goals, and students are awarded certificates when they reach the goal.	Highly commercial. An annual event. Teachers set monthly reading goals for students. Students receive free pizzas and award certificates through their local Pizza Hut for meeting their reading goals. Classes where all students meet their monthly reading goals in 4 out of 5 months can get a class pizza party at Pizza Hut. Promotes eating at Pizza Hut. Pizza Hut logo appears on award certificates. Students must go to a Pizza Hut to redeem their certificates and rewards—pizzas.
Toys 'R' Us Developed by Scholastic Inc.	***Geoffrey's Reading Railroad*** (Gr. 1-2): "To encourage children and families to spend more time reading together."	Part of a program that promotes literacy. Students sign up for the "railroad" trip and earn points towards class prizes.	Prize for reaching book goal is a free book at Books 'R' Us, a new line from Toys 'R' Us. Also a sweepstakes prize where class can win visit from Howie Mandel and Bobby from *Bobby's World*.	Highly commercial. Sponsor's name and trademark character on all materials and character is incorporated into title. Materials contain coupons good only at sponsor's stores. Prize involved with product, since free book points are only redeemable at Books 'R' Us, a new line from Toys 'R' Us. Marketing vehicle for new product line.

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How Ad-Financed Channel One Compares With Ad-Free CNN Newsroom

The two daily television news programs used in classrooms are *Channel One* and *CNN Newsroom*. CU studied the two programs for the weeks of March 28-April 1 and April 4-8, 1994.

Commercials. *Channel One* has up to two minutes of commercials; *CNN Newsroom* has none. (Probably because they're aimed at teenagers rather than a general audience, *Channel One's* commercials seem more frenetic and fast-paced than the run of commercials seen on television in prime time.)

Length. *Channel One* is roughly 12-minutes long (including ads). *CNN Newsroom* runs for 15 minutes.

Style. Both *Channel One* and *CNN Newsroom* use special video effects and catchy music to grab a young viewer's attention. *Channel One* features bouncy young announcers who seem at home with the argot of today's youth. *CNN Newsroom* goes with an older but equally attractive and upbeat generation.

Content. Throughout the sampled weeks, neither program touched on all the week's major headline stories. *Channel One* featured one or at most two major news highlights of the day. *CNN Newsroom* covered a greater variety of news items each day. One of CNN's techniques was to run "headline" news as a series of film clips, with a strip of moving text underneath for viewers to read.

CNN Newsroom covered international news more extensively, leading 8 of its 10 newscasts with international events. *Channel One* took a decidedly domestic view of the world; all but two of its major news pieces dealt with developments in the United States.

Both programs tried to provide students with background and to put stories in a context to make the news understandable. But both often used simple, direct statements that at times seemed to oversimplify or distort, although there were few outright misstatements of fact. (*CNN Newsroom* made one whopper, however, when it erroneously identified Italy's right-centered Christian Democrat party as "Communist.") In general, the two programs were relatively even-handed, at least by the conventions of U.S. television news. However, a supporter of the Clinton administration might have been offended by that fact that in its 10-minute special on Whitewater, *Channel One* interviewed several Clinton critics but didn't give equal time to presenting the president's case.

Both programs made a determined effort to hold kids' attention. For example, both sprinkled featurish segments in among the straight news material and ran multipart series on topics of interest to kids. For example, *Channel One* ran a three-part study of depression and a four-part study of drinking and driving during the weeks we were watching; *CNN Newsroom* had a five-part series on the history of baseball (tied in with the opening of baseball season).

Help for Teachers. Both *Channel One* and *CNN Newsroom* offer teaching guides to integrate their programs into the curriculum. *Channel One* is covered in the network's monthly guide, along with the network's other programming. This guide provides lesson plans for only a couple of *Channel One* programs per month. These plans include background information, discussion and activity ideas, and references. They may also include a quiz and a map or other visual that can be reproduced. *CNN Newsroom* provides a four-page daily guide that schools receive via computer. It describes each segment of the day's newscast and provides discussion questions, vocabulary terms, teaching strategies, and classroom activities for the day's major segments. The last page is usually a quiz or worksheet that can be duplicated and handed out to students.

A COMPARISON OF NEWS PROGRAMS FOR KIDS

The two main television news programs used in classrooms are *Channel One* and *CNN Newsroom*. *Channel One* is 12 minutes long; up to 2 minutes may be devoted to commercials. *CNN Newsroom* is 15 minutes long with no commercial interruptions, giving it up to 50 percent more "news time" than *Channel One*. Here is a synopsis of the two programs for the week of April 4-8, 1994:

CHANNEL ONE (WITH COMMERCIALS)		CNN NEWSROOM (NO COMMERCIALS)	
MONDAY		**MONDAY**	
00:00	Opening credits	00:00	Opening credits
00:40	"Special Edition" reports on the Whitewater controversy.	00:45	News: Israeli troops begin withdrawal from West Bank
05:05	Ad for CareFree bubble gum	04:05	Feature: Today in history
05:20	Ad for Clearasil	04:35	News: anniversary of Martin Luther King assassination
05:35	Ad for CareFree bubble gum	05:20	Feature: evolution of recorded music
05:50	Whitewater report resumes	06:05	Feature: Rock music via computers and modems
09:40	Ad for Pepsi	08:45	News: baseball season opens
10:15	Wrap-up of Whitewater report	09:30	Part 1: 125th anniversary of American baseball
12:00	End	13:30	Anchors chat
		15:00	End
TUESDAY		**TUESDAY**	
00:00	Opening credits	00:00	Opening credits
00:30	News: "Roller coaster" stock market; the economy.	00:45	News: Turmoil in financial markets; risk of inflation
02:10	Ad for Reebok	05:00	Headlines: Mexican assassination follow-up
02:40	Ad for Doublemint gum	05:30	Feature: Where in the world? (Chile)
03:10	Part 1: Drinking and driving	06:30	Feature: Chile's fast-growing economy
07:40	Ad to recruit new teachers	09:00	News: Throwing out the first pitch
08:10	Ad for Secret deodorant	09:45	Part 2: Baseball history
08:40	Feature: Pop quiz (drinking and driving)	13:30	Anchors chat
10:45	News: women's and men's basketball tournament	15:00	End
12:00	End		
WEDNESDAY		**WEDNESDAY**	
00:00	Opening credits	00:00	Opening credits
00:20	News brief: Blackmun ready to announce retirement from Supreme Court	00:45	News: Mexican assassination conspiracy?
00:40	News: Crime bill, "three strikes and you're out"	03:30	Headlines (Blackmun retires, stock market rebounds)
05:10	Ad for Scope mouthwash	04:15	Feature: The Philippines (recent history, growth of car industry)
05:40	Ad for Snickers candy bar	08:30	Feature: Can baseball players be heroes?
06:10	Feature: Pop quiz (recidivism)	09:00	Part 3: Baseball history
07:30	Ad for Rold Gold pretzels	12:45	Feature: Today in history
08:00	Anti-drug ad	13:15	News/promo: Shuttle launch Friday, CNN live coverage
08:30	Part 2: Drinking and driving	13:45	Anchors chat
12:00	End	15:00	End
THURSDAY		**THURSDAY**	
00:00	Opening credits	00:00	Opening credits
00:35	Blackmun retirement and reactions thereto: *Roe v. Wade*, pro-life spokeswoman; importance of appointments to Supreme Court	00:45	News: crash kills presidents of Rwanda, Burundi
04:25	Ad for Pepsi	04:45	Feature: Blackmun legacy
05:25	Part 3: Drinking and driving	05:30	Background: Impact of Blackmun retirement (Why should young people be interested?)
09:40	Feature: Pop quiz (on drinking and driving)	08:00	Feature: What is a gene?
10:15	Ad for Doritos chips	08:30	Science feature: "sweet tooth" gene discovered
11:15	Answers to Pop quiz	10:45	Feature: Baseball bats being made (for collectors)
12:00	End	11:05	Part 4: Baseball history
		14:25	Anchors chat
		15:00	End

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CHANNEL ONE (WITH COMMERCIALS)		CNN NEWSROOM (NO COMMERCIALS)	
FRIDAY		FRIDAY	
00:00	Opening credits	00:00	Opening credits
00:30	News: Teamsters strike, labor relations	00:45	News: Mideast terrorism
04:40	Ad for Mountain Dew	03:25	News: South African leaders meet
05:10	Ad for Crest toothpaste	03:55	Review of week's news
05:40	Part 4: Drinking and driving	06:40	Preview: Next week's feature on "Living with AIDS"
09:30	Feature: Pop quiz (What Teamsters 'president disappeared?)	07:10	Feature: Men's ties in or out of fashion?
10:00	Anti-drug ad	09:40	Feature: Today in history
10:30	Ad for Noxzema	10:00	Part 5: Baseball history
11:00	Answer to Pop quiz (Jimmy Hoffa)	14:05	Anchors chat
12:15	End	15:00	End

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